UNIVERSITY OF KENT/
EQUALITY, DIVERSITY
AND INCLUSIVITY
REPORT 2012/13

Plus 2013/14 Work Plan
1 INTRODUCTION AND EXECUTIVE SUMMARY

Equality, Diversity and Inclusivity (EDI) Governance and Structure

The Equality Act 2010 legally protects staff and students from discrimination, and consolidated previously existing law into a single legal framework. Protected characteristics include gender; disability; race/ethnicity; religion or belief; age; sexual orientation; gender reassignment; pregnancy and maternity; and marriage and civil partnership. The associated Public Sector Equality Duty specifically requires that institutions have due regard to the need to:

• eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
• advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;
• foster good relations between people who share a relevant protected characteristic and people who do not share it.

The Committee of University Chairs’ Guide for Members of Higher Education Governing Bodies in the UK, March 2009 (2009/14) confirms that Equality and Diversity falls under the remit of the governing body of the institution. It states:

Governing bodies should ensure that non-discriminatory practices are followed, and that action plans are progressed through the institution. They should request monitoring reports from management to demonstrate its commitment to and compliance with relevant legislation.

Overall responsibility for EDI at the University of Kent rests with University Council. Council receives and endorses the University’s annual Equality, Diversity and Inclusivity Report.

The Executive Group plays a critical role in leading EDI at the University of Kent. Professor Dame Julia Goodfellow provides overall leadership in her role as Vice-Chancellor. Deputy Vice-Chancellor Professor Keith Mander and Pro-Vice-Chancellor Professor Alex Hughes co-chair the EDI Strategy Group which meets termly. Denise Everitt, Deputy Vice-Chancellor, will co-chair the EDI Strategy Group from April 2014.

The group operates as a close partnership that connects staff and student functions. Cindy Valance, Head of Organisational Development, provides portfolio oversight to the staff-focused team led by Tracey Lamb, EDI Manager. Dr Wayne Campbell, Director of Student Services, provides portfolio oversight to the student-focused team, with contributions from senior staff in other professional service departments. He is supported by Student Experience Support Officer, Becky Lamyman (0.5 full-time equivalent dedicated to the role).

The EDI Strategy Group reports to the Joint Staff Negotiating and Consultation Committee (JSNCC) and the Staff Policy Committee (SPC) for staff matters, and to the Student Inclusivity and Diversity Working Party (SIDWP) and Student Experience Committee (SEC) for student matters. The EDI Strategy Group also works closely with the University’s Learning and Teaching Board (LTB) and the staff equality networks.

Supporting and advancing the EDI agenda

The University of Kent’s Institutional Strategic Plan for 2012/15 states:

We will promote diversity and inclusivity within the University community by offering fair treatment and equality of opportunity to every member of the University (staff and students), keeping morale high.

A number of operational objectives have been put in place to support this strategic aim:

i. To introduce policies, procedures and guidelines to ensure that all Kent students and staff are treated with dignity and respect;
ii. To establish supportive networks for the effective dissemination of good equality, diversity and inclusivity practice within the University;
iii. To promote the equality, diversity and inclusivity agenda within the University through the support of institutional initiatives and projects to embed good practice;
iv. To continue to collect and make use of equality and diversity data to develop, prioritise and inform institutional practices.

Executive Group Champions

In 2012/13, all Executive Group members continued to demonstrate their strong commitment first made in 2011/12 as EDI Champions. This includes a joint commitment to eliminating discrimination, advancing equality of opportunity, fostering good relations, and supporting the continued development of positive cultural messages across the entire University community. A few examples of their involvement are included below.

• In her role as Champion for Gender, Professor Dame Julia Goodfellow led the VC’s Academic Women Working Group and supported Athena SWAN activities including the working group’s awareness-raising events and application for bronze accreditation. In her role as LGBT Champion, she attended informal LGBT Staff Network meetings, approved the flying of the IDAHO flag on the Templeman Library in 2013 and shared ideas for LGBT History Month with the Network. The Vice-Chancellor was interviewed in the April 2013 issue of Kent Staff magazine about her role as LGBT Champion.
1 EXECUTIVE SUMMARY (CONT)

- In his role as Champion for Disability (Staff), Professor Keith Mander participated actively in the Disability Staff Network and associated work plan for disability, including involvement in ‘Day Walks’ for disabled staff and students and progressing access issues in consultation with the Estates department. Professor Keith Mander was interviewed in the October 2013 issue of Kent Staff magazine about his role as Disability (Staff) Champion.
- Professor Alex Hughes chairs the Student Inclusivity and Diversity Working Party (SIDWP) which has a strong focus on inter-cultural communications for both UK and non-EU international students, and in her role as Champion for Race/Ethnicity was an active proponent of Worldfest and related activities. She is involved in international trips promoting University of Kent as a destination for students, as well as supporting University fundraising activities worldwide. Professor Alex Hughes also led discussions that focus on the importance of EDI in 2013/14 visits with all academic schools.
- As Champion for Disability (Students), David Nightingale met with the Kent Union Liberation Officer responsible for students with disabilities to discuss concerns and also ensured that the protected characteristics of disability and race are included in the University’s Student Access Agreement which monitors student attainment.
- As Champion for Age, Denise Everitt held overall responsibility for Finance in 2012/13 and oversaw important adjustments to pension’s auto-enrolment which affect all staff. Denise Everitt will take on formal oversight of Staff EDI in April 2014 upon Keith Mander’s departure from this role.
- As Champion for Religion or Belief in 2012/13, Karen Goffin attended meetings of the Chaplains’ Advisory Group chaired by the Director of Student Services, in which all the University’s Chaplains gathered with students and senior external staff from each faith group to discuss matters of common interest. In 2013/14 Professor John Baldock took over as Champion for Religion or Belief following the retirement of Karen Goffin.
- As Champion for Pregnancy and Maternity and Marriage and Civil Partnership in 2012/13, Professor John Baldock oversaw the Research Excellence Framework (REF) Individual Staff Circumstances Group (SCQ) to support staff with complex circumstances and also supported the REF’s equality analysis work. In 2013/14, new Executive Group member Jane Higham took on the role as Champion for Pregnancy and Maternity and Marriage and Civil Partnership.

2012/13 highlights

Shared:
- Agreed new EDI Governance and Leadership Structure including creation and support for EG Champions and EDI Strategy Group
- Launched first fully collaborative Staff and Student Annual EDI Report
- Re-launched shared Staff/Student EDI Network.

Staff:
- Undertook Athena SWAN Charter Mark accreditation application and preparatory work
- Obtained HR Excellence in Research Award and established working group
- Undertook REF Equality Analysis and Complex Circumstances Work
- Began process of embedding EDI principles in new Reflect, Plan, Develop Appraisal Scheme and all levels of leadership and management development programmes
- Worked in partnership on Service Excellence and Faculty and Department-led initiatives to establish improved working relationships between academic staff, professional services staff and students
- Developed revitalised LGBT Staff Network and connected more directly to Stonewall action plan
- Revitalised Disability Staff Network and developed comprehensive work plan
- Undertook Equality Impact Analysis pilot work in relation to disabled staff
- Reported on additional categories of data including hourly-paid lecturers, full and part-time contracts and maternity and paternity
- Developed business case to supplement EDI resources for 2013/14.

Students:
- Introduced new Dignity at Study Policy
- Successfully completed the Thematic Audit of Support for Disabled Students Action Plan
- Obtained approval for a three-year Autism and Employability Project
- Completed the Association of Managers of Student Services in Higher Education (AMOSSHE) Research Project on student Individual Learning Plans
- Completed the Equality Challenge Unit Student Services Project
- Created new student EDI webpages
- Ran Wellbeing Day, 19 February 2013
- Introduced a Diverse-Ability Module
- 3+1 Project: Support for International Students at Risk
- Ran Continuous Monitoring project
- Introduced the Bursary Kent Experience of Work Framework (B-KEW)
• Successfully ran Bullying and Harassment Poster campaign with Kent Union
• Introduced Worldfest Bitesize: a series of branded events and activities celebrating multiculturalism and diversity, to complement Worldfest
• Ran Kent Union activities for ethnic minorities; women; LGBT and students with disabilities
• Obtained positive outcomes from the Disabled Students Survey 2013
• Collected new protected characteristics for new students
• Observed continued growth in demand from students for mental health and dyslexia support.

2013/14 Work and overview of future plans

Shared:
• Joined up policy work focusing on Dignity at Work and Study, and training for Harassment Contacts
• Launch EDI Good Practice Forum
• Review EDI Strategy Group and governance structure
• Continue to develop and communicate roles of Executive Group EDI Champions
• Ensure that the EDI Network Group continues to be supported.

Staff:
• Continue work on gender and work-life balance issues including interactions with the Women’s Network, VC’s Academic Women’s Group, the Leadership Foundation for Higher Education’s Aurora Women’s Leadership Programme and mentoring initiatives
• Apply for and receive Equality Challenge Unit (ECU) Athena SWAN Institutional Accreditation and implement action plan
• Apply for ECU Athena SWAN individual Science School Accreditation (x7 Schools)
• Begin ECU Gender Equality Charter Mark preparatory work for all Faculty/School/Professional Services
• Launch all-staff EDI development to foster a culture of respect and dignity for all staff and also begin development targeted to key decision-makers
• Implement work plan for Researcher Development Working Group
• Undertake REF Equality Analysis and policy work and address issues
• Complete Equal Pay Audit and develop Action Plan
• Continue work with LGBT and Disabled Staff Networks
• Continue gathering and analysis of automated data and begin manual EDI data collection for staff, for a transitional period prior to new staff data system
• Research context and requirements in relation to ECU Race Equality Mark to be launched in 2015.

Students:
• Approve a new Student Wellbeing Strategy, to take effect from 2014/15
• Approve a new student Pregnancy and Maternity Policy
• Introduce the Student Employability: Breaking Barriers programme
• Continue implementation of the Student Inclusivity and Diversity Working Party Action Plan for 2013/14
• Work with Kent Union to raise disability awareness on campus in relation to disabled sport
• Ensure completion of the Equality Challenge Unit Student Services Project
• Review the accessibility of the University’s student communications
• Continue support for the Autistic Spectrum Disorder (ASD) Project
• Ensure the continuation and smooth running of the Student Disability Forum
• Support the work of the Office for Fair Access Equality and Diversity Steering Group in relation to Black Minority Ethnic (BME) and disabled student achievement.

Professor Keith Mander
Deputy Vice-Chancellor, Resources
Co-Chair, EDI Strategy Group

Professor Alex Hughes
Pro-Vice-Chancellor, External
Co-Chair, EDI Strategy Group
Meeting our objective
to: introduce policies,
procedures and
guidelines to ensure that
all Kent students and
staff are treated with
dignity and respect.

Staff
This year, HR continued to focus on best
practice in supporting managers and staff
across the organisation by reviewing and
developing key HR policies. HR policy
development during 2012/13 focused on the
following: all Parental Leave Policies including
Adoption Leave, Maternity Leave, and
Paternity Leave; Critical Illness Policy; and
the International Staff Appointments Policy.

A full review of the Equality, Diversity and
Inclusivity (EDI) policy framework is planned
for 2013/14 with initial work focusing on the
Dignity at Work Policy, the EDI Policy, and the
Disability in Employment Policy.

Students
Dignity at Study Policy
The Dignity at Study Policy clearly
demonstrates the University’s commitment
to ensuring that students are treated with
dignity and respect. It makes explicit the right
of every student registered at the University
of Kent to study in a safe and supportive
environment and was approved by Senate
in July 2013. The document can be found
on the Student Charter and Regulations
webpage at
www.kent.ac.uk/regulations/general.

Support to Study Procedure
A new Fitness to Study Procedure was
introduced from the start of the 2012/13
academic year and, after the first year of
operation, was reviewed and renamed the
Support to Study Procedure. This change
emphasised the fact that its main purpose
was to put in place a supportive system when
there is concern that a student’s health, well-
being or behaviour is having a detrimental
impact on his/her or others’ ability to progress
academically and function within the
University context.

The Support to Study Procedure is an
alternative to any disciplinary action. The
revised procedure was approved in July
2013 and can be found on the Student
Services webpage at
www.kent.ac.uk/studentservices/policies.

Pregnancy and Maternity Policy
The first working draft of the Pregnancy and
Maternity Policy for Students was completed in
July 2013 and aims to provide a framework for
academic schools and professional service
departments to further enhance the support
for students that become pregnant during the
course of their academic studies. The policy
is now in the consultation stage and is due
for formal completion by July 2014.
Meeting our objective to: establish supportive networks for the effective dissemination of good equality, diversity and inclusivity practice within the University.

University level

EDI Network
The EDI Network was revitalised in 2012/13 and is now co-chaired by the EDI Manager Tracey Lamb, and Student Experience Support Officer Becky Lamyman. The EDI Network has approximately 60 staff members from both Canterbury and Medway campuses, including departmental EDI Representatives, Harassment Contacts and Emergency Response Team members, Trades Union members, and Kent Union representatives.

A clear Terms of Reference and reporting structure has now been agreed: the Network represents the views of staff and students in providing a channel of communication for EDI topics across the University. It reports to the Student Inclusivity and Diversity Working Party, the Joint Staff Negotiating and Consulting Committee and the EDI Strategy Group.

In May 2013, EDI Reps were invited to take part in a survey to ascertain the needs of their role. This was followed by a second survey to identify areas of good practice in academic schools and professional service departments. The results were presented at the September 2013 EDI Network meeting.

Overall, this year’s meetings have facilitated the sharing of good practice and have provided a consultancy framework for the development of new policies, procedures and initiatives, as well as highlighting areas of potential concern relating to EDI. In 2013/14 the Network aims to showcase and disseminate more examples of EDI work within departments, and provide a forum for the formal adoption and approval of good practice by the wider University community.

Tracey Lamb, Co-Chair, EDI Network
Becky Lamyman, Co-Chair, EDI Network

Disability Staff Network
The Disability Staff Network is chaired by the EDI Manager Tracey Lamb and supported by the Executive Group Champion for Disabled Staff, Professor Keith Mander. The network supports disabled staff and those working with disability in the workplace; this year it developed renewed momentum due to the passion, drive and enthusiasm of the group, and membership has grown by 40%. Much work has been accomplished to build disability awareness and good employment practice at Kent. Achievements of the Network include:

• An agreed a Terms of Reference
• Input to the new staff appraisal (RPD) process to facilitate line management discussion and support for EDI
• Collaboration with Information Services who ran a programme of disability etiquette training and established a ‘Disability Access Guide to Library Services’ (available at: www.kent.ac.uk/library/accessibility)
• Collaboration with Estates to improve accessible parking and signage, and re-design accessible maps for staff, students and visitors (available at: www.kent.ac.uk/maps)
• Collaboration with Occupational Health in their development of a new Wellbeing website which included information to support disabled staff (available at: www.kent.ac.uk/staffwellbeing).

Additionally, members have initiated a programme of Day Walks, led by Professor Keith Mander. These aim to understand the campus experiences presented to disabled staff, students or visitors, and to instigate change where required. Excellent disability practice has been observed throughout the University, for example: a no-fuss approach to meeting and greeting disabled visitors at the Registry Reception; the availability of sensory pillows to alert disabled students of danger when in residential accommodation; and improved access to materials available in audio format in the Library, with dedicated staff to assist. A disabled colleague has commented: ‘It is nice to know that staff here are thinking about disability – it is something for the University of Kent to feel proud of.’

Tracey Lamb, Chair, Disability Network
Lesbian, Gay, Bisexual and Transgender Staff (LGBT) Network
Kent’s LGBT Staff Network is chaired by Dr Joseph Brooks, Lecturer in Psychology, who works closely with Deputy Chair Dr Holly French, Laboratory Experimental Officer in the School of Physical Sciences. The Network comprises of a group of over 40 staff, supported by Executive Group Champion for LGBT, Professor Dame Julia Goodfellow and the EDI team.

The Network had a very active year in 2012/13 in its work to further positive experiences of LGBT staff at Kent. The Network has established a strong and growing communication network with over 1,000 unique visits to its regularly-updated blog as well as a growing presence in social media. This helped the Network interact with Kent staff, and build connections with other LGBT networks. As a result, the Network Chair attended launch events of networks at the University of Greenwich and Imperial College London. In February 2013, the Network organised two LGBT-themed films at the Gulbenkian cinema in celebration of LGBT History month. Audience members included people from the local community and Canterbury Christ Church University, in addition to Kent staff and students. In May 2013 the Network organised for the rainbow flag to be flown over Templeman Library in recognition of the International Day Against Homophobia and Transphobia (IDAHO). Network members handed out ‘I’m against homophobia @ Kent’ stickers and awareness-raising leaflets to passers-by and Professor Keith Mander delivered a keynote speech encouraging staff and students to demonstrate support through written messages. To spread the word beyond campus, the Network Chair and Deputy Chair both appeared on campus radio to discuss IDAHO and what it means. Photos are available from the Kent LGBT Staff Flickr account at www.flickr.com/photos/95870425@N04. For IDAHO Day (May 2014), the Network hopes to raise the rainbow flag over the Canterbury campus again, with an added display on the Medway campus.

Over the summer of 2013 the Network also launched its LGBT Staff Role Models campaign to show the successful lives that LGBT people have within Kent’s accepting environment, and to capture some of the struggles in getting there (available at http://blogs.kent.ac.uk/lgbtstaff/rolemodels/). A profile of one of the LGBT Staff Role Models featured in the December 2013 issue of KENT Staff magazine. In addition to these public activities, termly Network steering meetings have been used as a forum to discuss policies, monitoring processes and events. Finally, the LGBT Network has continued to organise casual monthly social lunches, Out&Lunch.

Dr Joseph Brooks, Chair, LGBT Network

Women’s Network
Dr Louise Naylor, Director of the Unit for Enhancement of Learning and Teaching, chairs the University of Kent’s Women’s Network which has continued to grow and now consists of 127 members with an average attendance of approximately 50 women at its termly meetings. The Network is comprised of women from all areas of the University, with 57% of its members from Professional Services, 40% academic staff and 3% female researchers. The number of academic staff attending, while lower than Professional Services, has remained relatively constant over the past three years with particularly high participation from the Faculty of Sciences.

The Network focuses on sharing discussion about gender issues across Kent and meetings have included presentations by the Vice-Chancellor, the Chair of the Athena SWAN Working Group and academic and professional services staff who have discussed their individual experiences and career progression.

The Women’s Network continues to work as a powerful tool to realise the University’s goal to recruit, retain and recognise women in higher education and at Kent in particular. In 2013/14 the group is working on revisions to its Terms of Reference and will also be focusing attention on a discussion of outcomes from the Research Excellence Framework (REF) Equality Analysis. The Chair of the Women’s Network has also joined the Athena SWAN Working Group as a way of increasing these linkages.

Dr Louise Naylor, Chair, Women’s Network

Students
Kent Union
Kent Union has previously established a number of Liberation Groups, detailed in section 6. The Union also works in partnership with constituent sections of the University in relation to disability.

Academic Schools Disability Contacts Network
This Network is co-ordinated by Student Support and Wellbeing. All academic schools nominate a member of staff as the disability contact. School staff members meet with Student Support and Wellbeing staff once per term.

Disabled Students Network
This Network has developed from the Kent Union Disabled Students Forum into a network jointly facilitated by the Kent Union, Students with Disabilities Officer and the Head of Student Support and Wellbeing. The Network meets monthly and provides an opportunity for students to share experiences and to contribute to the development of services and better access for disabled.
4 EDI INITIATIVES 
AND PROJECTS

Meeting our objective to: promote the equality, diversity and inclusivity agenda within the University through the support of institutional initiatives and projects to embed good practice.

Staff

The Research Excellence Framework (REF) 2014

The REF is a process by which research undertaken by staff at the University is submitted for evaluation via a process of peer review. As a key measure to prevent discrimination and to advance equality during the selection for the REF 2014, individuals were able to request a reduction in the number of outputs required where circumstances protected by the Equality Act had substantially affected their capacity to produce research. Approximately 300 cases were handled by the Individual Staff Circumstances Group (ISCG) at Kent, supported by Research Services, the EDI Manager, and chaired by the Director of HR (Margaret Ayers).

Two equality analyses were undertaken to assess the impact of decision-making on protected groups in advance of the final submission. Initial findings indicated that around 550 (78% of eligible staff) were to be submitted whereas in the previous Research Assessment Exercise (RAE, 2008), only 421 (or 67%) were submitted. Initial findings also provided a broad indication that:

- the inclusion rates of men and women will be much closer than before
- the part-time inclusion rate will be much closer to the full-time inclusion rate than before
- the level of inclusion of Black Minority and Ethnic (BME) staff will remain on par with the overall rate
- the inclusion rate of disabled staff will this time exceed Kent’s overall rate.

An Equality Analysis of the final REF submission was completed in February 2014 for publication by the Higher Education Funding Council for England (HEFCE). The results will be used to identify areas of good practice, as well as areas to be addressed to ensure that talented staff are able to progress in their research careers, and to inform future policy and practice at the University of Kent.

Human Resources Excellence in Research Award

In May 2013, the University was awarded the European Commission’s Human Resources (HR) Excellence in Research Award which demonstrates the University’s commitment to the principles laid out in the Research Staff Concordat. The University’s Action Plan, developed in consultation with research staff, promotes EDI in all aspects of the recruitment and career management of researchers. The implementation of the Action Plan is overseen by the Researcher Development Working Group which was established at the start of 2013/14 and reports to the Board for Research and Enterprise which reports to Senate. It is co-chaired by the Director of Research Services and the Head of Organisational Development, with membership across researchers and research managers from each of the three Faculties, and key professional services representation including the Graduate School, the Unit for the Enhancement for Learning and Teaching, Research Services and Human Resources.

Reflect, Plan, Develop Scheme

The new Reflect, Plan, Develop (RPD) scheme was launched in Spring 2013 to replace the former Staff Appraisal scheme, with the aim of embedding positive development conversations between all members of staff and their RPD reviewer. RPD also provides an effective mechanism for honest and constructive conversations about individual and team development, built on the principles of equality, diversity and inclusivity. HR provided briefings to schools and departments to support the introduction of the new scheme, emphasising positive ways in which RPD could be used as a developmental tool, and Learning and Development organised skills development sessions which focused on a coaching approach for effective RPD conversations. Based on feedback from the first year of operation, RPD will be reviewed and enhancements introduced in 2013/14.

Service Excellence project

The Learning and Development team worked in close partnership with the University’s three Faculty Administration Managers and a core group of school staff to conceive a year-long initiative that involved the collaboration of over 200 administrative staff working together to enhance service excellence across all three faculties. The project was launched in January 2012, with the schools showcasing 18 separate service excellence projects including cross-cultural communications, enhancing partnerships between academic and administrative staff and building effective student relationships. The project was shortlisted for a Times Higher Education (THE) award in recognition of the 200+ administration team within the Academic Division that were part of making it a success, and the project has continued in 2013/14 with further work focusing on excellence through partnerships.

Staff communications

The EDI team has undertaken comprehensive work to develop and improve communications with staff, as well as with the wider community. Both the EDI public and internal staff view webpages have been updated, and posters and fliers have been produced to promote EDI more widely at staff induction events, as well as on staff notice boards or at departmental meetings. EDI is now a regular feature in the KENT Staff magazine and summary updates of activities have been shared across a variety of University committees and Network events. Furthermore, templates have been produced for key documents such as minutes and agendas of meetings which promote an in-house style and brand for EDI. Finally, group SharePoint sites have been set up for the staff equality Networks and EDI Strategy Group to facilitate the communication and sharing of documents and ideas, and social media – particularly Twitter – is being regularly used across EDI.

Students

University level

Student Inclusivity and Diversity Working Party (SIDWP)

The SIDWP was established in October 2012. SIDWP is chaired by the Pro-Vice-Chancellor (External) and the Assistant Director for the Centre for English and World Languages, and was originally established to consider and action the recommendations from the 2012 Report Working to enhance intercultural
communications and student integration at the University of Kent. The Working Party has since expanded its remit to focus on student EDI at the University of Kent. The SiDWP has membership from all areas of the University of Kent, including academic schools, professional service departments, Medway and Kent Union. SiDWP has been successful in overseeing the annual student EDI work plan and ensuring a joined-up approach to student EDI issues at the University. The Working Party works closely with the EDI Strategy Working Group.

Intercultural Calendar
In January 2013, the first Intercultural Calendar was established at the University of Kent. Hosted on the University’s Events Calendar, it features over 200 different religious festivals and events from 12 different religions, and is available to view at www.kent.ac.uk/calendar/.

Worldfest and Worldfest Bitesize
The main Worldfest event took place from 21-24 February 2013, and was organised by the University’s Corporate Events Team. The University of Kent is extremely popular with overseas students and, by hosting an event that captures the hearts of international societies, Worldfest contributes to the University’s annual celebration of diversity and cultural differences. Highlights of the 2013 Worldfest event included:

• Thursday 21 February: Medway Campus celebrated films from around the world when it hosted an International Movie Night. Kent Sport Fitness team held a medley of popular classes and a preview of new classes
• Friday 22 February: The Worldfest festival tent held free interactive workshops, language tasters, a world market, and live music
• Saturday 23 February: The Theatre of Wildershins performed Grimm’s classic tale, Rumpelstiltskin and the Wheel of Fortune, at the Gulbenkian Theatre
• Sunday 24 February: International Student Showcase.

Worldfest Bitesize was introduced in 2013, to complement Worldfest, and celebrates individual national occasions and events throughout the year. Social media awareness surrounding the 2013 Worldfest increased significantly in comparison to Worldfest 2012. Worldfest and Worldfest Bitesize have now been merged and the work is overseen by the Worldfest and Worldfest Bitesize Working Group for 2013/14. The International Development Office leads on Worldfest Bitesize, and an established calendar of events throughout the year is managed and funded by the department.

In 2013/14, a new fund will be established which students can apply to if they wish to put on their own international events and activities. It is aimed at further promoting and celebrating cultural diversity throughout the academic year, as part of the Worldfest Bitesize programme.

Student Services: Student Support and Wellbeing

Autism and Employability Project
The aim of this project is to provide a high level of careers support and employability training for students with autistic spectrum disorders; assisting students with CV building,
job search skills, workplace skills, identifying realistic career plans and real-world interview techniques with a local company. The students register in their second year and are supported for up to one year after graduation.

**Association of Managers of Student Services in Higher Education (AMOSSHE), Student Services Organisation Research Project**

Student Support and Wellbeing made a successful bid to AMOSSHE to fund a research project during 2013. The project was entitled ‘What can be learnt from the use of Inclusive Learning Plans to help improve academic support for disabled students within the higher education sector?’

The research seeks to improve our understanding of the ways in which higher education (HE) organisations communicate internally in the coordination of academic support for disabled students. The lessons learnt from the evaluation and reflection of those participating in the study were presented at the annual AMOSSHE conference in 2013. What is clear is that Kent is at the forefront of developments in relation to the use of Inclusive Learning Plans for students.

**Equality Challenge Unit Student Services Project**

Student Services submitted a bid to the Equality Challenge Unit in January 2013 to develop new initiatives at the University of Kent to promote equality for students. The University of Kent was one of six universities selected to take part in the six-month Student Services Project. It will help to develop and frame engagement in EDI initiatives across the institution, particularly the mapping of equality and diversity projects within academic schools and professional service departments, together with work undertaken by centralised student equality and diversity services.

**DisabledGo**

The DisabledGo service featured in the EDI report for 2011/12. The University continues to partner with DisabledGo and the links are now available on the University website, at www.kent.ac.uk/maps/canterbury/canterbury-campus.

**EDI webpages**

Student Services developed new EDI webpages in the Spring Term 2013, to provide a brief overview of the support structures and services that are in place for students registered at the University of Kent in relation to EDI. This is available at www.kent.ac.uk/studentservices/equality.

**Wellbeing Day**

The University of Kent Counselling Service (now referred to as Student Support and Wellbeing) and UMHAN (University Mental Health Advisors Network) co-organised a Wellbeing Day in the Atrium of Keynes College on 19 February 2013 in association with Kent Union’s Wellbeing Week. The aim was to promote the University’s Wellbeing Service and de-stigmatise mental ill-health. The day’s activities facilitated active engagement with over 200 Kent students.

**Support for International and EU students**

**Diverse-Ability Module**

A study skills module (Diverse-Ability) has been introduced specifically for international and EU students with Specific Learning Difficulties (SPD).

**3+1 Support for International Students at Risk**

This project involved implementing a special 3+1 strategy with international/EU students with mental health difficulties, deemed to be at high risk.

**Continuous Monitoring Project**

This project monitors the effect of disability support on a student’s academic outcomes. This project is currently being implemented with the collaboration of the Centre for English and World Languages (CEWL), to evaluate international disabled students’ transition and progression on a monthly basis.

**Student Services: Careers and Employability Service (CES)**

**Bursary-Kent Experience of Work Framework (B-KEW)**

CES established a bursary scheme (referred to as B-KEW) in April 2013, funded from the Alumni Student Development, to support up to 50 students from widening participation. In its first year, the bursary enabled all 50 students to gain work experience by supporting travel and other subsistence costs, and the scheme is continuing in 2013/14, with an increased target of 100 students. CES will also be introducing an enhanced B-KEW scheme to support a further ten students from widening participation backgrounds.

**Corporate Communications**

**Student Guide**

Corporate Communications have been working alongside Student Services to develop a range of webpages focused on student wellbeing with a specific reference to students who identify with the protected characteristics, signposting them to specific support services. These pages can be found on the newly developed University Student Guide, at www.kent.ac.uk/student/support-and-wellbeing.

**Bullying and Harassment Poster Campaign**

Corporate Communications, Student Services and Kent Union jointly ran a Bullying and Harassment Poster Campaign in summer 2013. A competition ran amongst the student population to design a poster that would highlight and raise awareness of the new Dignity at Study Policy, which was launched in September 2013.

**Student Communications Working Group**

As part of its remit agreed in 2012/13, the Student Communications Working Group examines student communication across the institution, focusing on the accessibility of all University online publications.

**Centre for English and World Languages (CEWL)**

**Talking Cultures: Enhancing Intercultural Awareness**

During the autumn term, CEWL delivered a series of workshops to develop student engagement and integration with their fellow classmates within a contemporary international classroom. The workshops sought to increase awareness of cultural differences and explore cultural heritage, prejudices and stereotypes (available at www.kent.ac.uk/cewl/external/Talking-Cultures).

**Language Exchange**

Language Exchange is an initiative which partners students who are learning languages at the University with a native speaker with whom they can practise and enhance their language skills.
Meeting our objective to: promote the equality, diversity and inclusivity agenda within the University through the support of institutional initiatives and projects to embed good practice.

University level
EDI Network ongoing good practice
The Network has been showcasing and disseminating examples of localised good practice within departments and schools, as well as providing a forum for the adoption of good practice by the wider University community. Further plans for 2013/14 include rolling out a new induction and training programme for all EDI Representatives. Here are some examples of good practice from the Network.

• The School of Psychology has revised its policy on the Inclusive Learning Plan (ILP) and marking guidelines to ensure that students with a disability such as dyslexia are not disadvantaged or treated unfairly.
• The School of Arts wished to create a more inclusive culture focusing on the development of provision around disability and mental health. It has focused its efforts on creating a welcoming environment and providing visible and accessible opportunities for student support, including weekly relaxation classes.
• The School of Engineering and Digital Arts has been holding celebrations in order to recognise religious festivals from varying faiths which has so far included the Jewish New Year, Rosh Hashanah, and the Muslim celebration of Eid al-Adha.
• The Gulbenkian Cinema continues to feature and work in partnership with other Kent community members to offer a diverse line-up of performances capturing a wide range of world music, performance and film related to a range of focused festivals and celebrations.

Information Services (IS) Equality, Diversity and Inclusion Group
The Information Services Department holds termly meetings of its Equality, Diversity and Inclusion Group, which includes representation from students, Student Support and Wellbeing, the staff and student EDI teams as well as all IS teams. Its EDI work complements and builds on services, such as having regular meetings with students to discuss various issues, and maintaining a guide to the Templeman Library for users with disabilities who may be staff or students.

The Equality, Diversity and Inclusion group has worked together with staff and student representatives, to develop and prioritise an action plan. Highlights of some of the achievements from the past year are detailed below.

• IS included an Equality and Diversity assessment requirement in its project planning methodology, to ensure that issues are considered when planning new services and service improvements.
• Staff development training sessions covering different aspects of equality, diversity and inclusion were run throughout the year for IS staff. Sessions in the past year include: Disability Awareness, Diversity, Planning for Diversity, and Women in IT.
• The most recent IS staff development session, Planning for Diversity, demonstrated how planning for diversity supports good overall planning. As a result, IS has produced a toolkit for embedding Inclusive Design principles in project planning and service delivery.
• Equality, diversity and inclusion continue to inform the plans for the Templeman Library extension development, working closely with the architects to ensure that Inclusive Design principles remain a priority in decision-making for the new building.

Food and beverages
Kent Hospitality ensures that food offered is diverse and meets many dietary and cultural requirements.

Staff
Sciences and Athena SWAN
The vision of the Athena SWAN Working Group is to demonstrate that the University of Kent has developed policies, practices and behaviours that embody our continuing commitment to an organisational culture of dignity, respect and support; one that is truly inclusive for all women, in turn benefiting everyone. The purpose of the group is to use the vehicle of Athena SWAN accreditation at institutional and school level to reinforce and recognise the University’s ongoing commitment to the advancement and promotion of women working in STEMM (Science, Technology, Engineering, Medicine and Mathematics) subject areas and to expand these practices to Humanities and Social Sciences. As of December 2013, a total
5 GOOD PRACTICE ACROSS THE UNIVERSITY (CONT)

The University-level Athena SWAN Working Group (ASWG) chaired by Professor Mark Burchell, Dean of Sciences, led a self-assessment process that included surveys and discussions with staff and collecting and analysing key data-sets, resulting in a comprehensive action plan and an application for Athena SWAN bronze institutional accreditation in November 2013. Results are expected in April 2014.

The institutional Athena SWAN Working Group is complemented by groups in each of the seven schools who are all preparing Athena SWAN award applications to be submitted over the next two years. Representatives from the Faculties of Social Sciences and Humanities have also now joined the ASWG, and a wider Higher Education Gender Charter Mark accreditation process is expected to be launched by the Equality Challenge Unit in October 2014. The ASWG provides written reports each term to Senate, Sciences Faculty Board and the EDI Strategy Group. The school groups also report progress in their annual school Plans which are then aggregated up to the annual Sciences Faculty Plan.

Athena SWAN is promoted through regular newsletters, Athena SWAN events, social media, and dedicated Athena SWAN websites. Work in the schools includes a focus on outreach to girls in secondary schools, assisting their education, career choices, and university admissions to influence the longer-term challenges of attracting women to the sciences. An Athena SWAN Adviser was appointed in October 2013 to work under the direction of the EDI Manager to help support and co-ordinate award submission and Athena SWAN activities.

Related initiatives that are directly aligned with the strategic priorities of Athena SWAN include the activities of the Women’s Network, the Aurora Leadership Programme and the Researcher Development Working Group. The Vice-Chancellor also created the VC’s Academic Women Working Group in 2012, which includes senior representation across all three faculties and conducts regular women’s focus groups, with results feeding into EDI activities. Additionally, an Academic School Governance Group was formed in 2012 which commissioned in-depth focus groups with Heads of School and key administrators, and included an all-staff survey for academic staff focusing on developing a good governance model. The next steps on the Governance project will have direct relevance in influencing positive change to support career progression for women and to provide a supportive culture for all staff.

Social Sciences Learning & Teaching Forum

The annual Social Sciences Learning & Teaching (L&T) Forum was held in January 2013, supported by the Social Sciences Change Academy and building on its ethos of inclusivity and partnership. Participants included academic and professional staff and student representatives from across Social Sciences, thus bringing together different perspectives on enhancing academic provision in the faculty. Diversity of participants was key to the success of the forum. The focus of the main plenary session was ‘Negotiating Expectations’ and included contributions from academics and professional services staff on a range of topics such as improving communications between and among staff and students, and improving feedback. Each topic was led by members of staff with lively interaction and discussion with the audience. The second session of the forum was organised as a question & answer panel on emerging issues in social sciences with the panel including the Senior Deputy Vice-Chancellor, Dean of Social Sciences, Director of Unit for the Enhancement of Learning & Teaching (UELT), Faculty Sub-Deans, Professional Services and Kent Union. The overall tone of the forum was that of a sharing conversation about how expectations are addressed and reasons why some expectations need to be negotiated. The L&T Forum is part of a larger effort within Social Sciences to embed inclusivity in L&T activity.

Humanities Learning & Teaching Forum

Similarly, the annual Humanities Learning & Teaching Forum also shares a collaborative approach which fits well with the inclusivity and diversity ethos of the University and the faculty. The forum is held annually and this year took place in September 2013. Like Social Sciences, participants are drawn from academic and professional staff and student representatives from across Humanities as well as other departments within the University. The longstanding aim of the L&T forum is: to bring the faculty together as an academic community; to celebrate the faculty’s successes; to highlight key considerations for the forthcoming academic year; and to share innovation and best practice in L&T activity in order to stimulate ideas and foster debate and discussion. In particular, the focus on academic community is part of our wider Faculty L&T strategy, and it is through this partnership approach that we strive to embed inclusivity and diversity in all our activities.

LGBT Stonewall

Stonewall Workplace Equality Index (WEI): This year, the EDI team and LGBT Staff Network have integrated and focused activities on Stonewall’s WEI. This strategy has proved successful, with the University of Kent leaping 63 places to now be placed within the Top 300 gay-friendly employers in the UK across all sectors for the first time (see Table 1). Kent’s submission was particularly strong in the areas of: staff engagement; the LG&B Network; the role of Dame Professor Julia Goodfellow as LGBT Champion; work on anti-bullying; and the University’s self-reflection on feedback.

LGBT History Month (February 2014):

The LGBT Network has worked with the Gulbenkian Cinema to organise five themed films that touch on all parts of the community; Lesbian, Gay, Bisexual and Transgender. They have also organised a concert of choral music and folk-songs with Kent Music as part of the ‘Watch This Space’ series, and are putting together an online LGBT exhibition from the
British Cartoon Archive based at the University of Kent. Radio and press interviews are also planned to further increase awareness of events and LGBT History Month. Furthermore, in addition to their regular social lunches at Canterbury, the LGBT Network has arranged an additional lunch for staff at the Medway campus. A full calendar of events is available at http://blogs.kent.ac.uk/lgbtstaff/history-month-2014.

Wider links in the local community: The LGBT Network and EDI team are members of a regional Kent & Medway LGBT Network which supports a range of Kent-based employers. The University’s own activities for LGBT History Month will be co-ordinated and advertised via other local Kent employers in this wider community-based Network which will not only help to bring more people to the Gulbenkian and other public places at Kent, but will also promote our celebration of diversity.

Disability
Disability Two Ticks Scheme: The University of Kent has successfully renewed its membership of this scheme operated by Job Centre Plus and the five commitments to: interview all disabled applicants who meet the essential criteria and consider their abilities; discuss learning and development with disabled employees at least annually; try to ensure that employees who become disabled are retained in employment; ensure all employees develop disability awareness; and annually review progress against these commitments.

Equality analysis: Over the last year, an equality analysis was undertaken of the car-parking procedure, with the full involvement of a disabled member of staff. Findings and outcomes were reported to the Disability Staff Network and to the Joint Staff Negotiating and Consultation Committee (JSNCC). Areas of good practice included the accessible parking signage at the Medway campus, and general snow clearing during winter months (which also benefits all). Changes were also required, for example, to improve the online car parking procedure for Blue Badge Holders and related communications.

Good practice in employment: In the coming year, the EDI team will review the Disability in Employment Policy and will work with the Disability Staff Network to try to improve disability disclosure rates. Further Day Walks are also planned and these will be set around key themes: the staff academic experience; and extra-curricular activities.

Students
Academic schools
School of Arts
The School of Arts Student Support Team were joint winners this year of the Barbara Morris Prize for Learning Support with the School of Music and Fine Art. The strong focus on inclusivity and disability, and the articulation of pastoral, welfare and academic support were thought to be models that could be very useful to other schools.

The School of Arts was featured in an article in the Guardian newspaper highlighting the school’s responsive attitude towards students with disabled needs: www.theguardian.com/education/2013/sep/30/disabled-students-university-drama-departments.

Academic Peer Mentoring in SLAS / UELT
The Academic Peer Mentoring (APM) Scheme broadly follows the Supplemental Instruction (SI) model. It is a partnership between the Student Learning Advisory Service (SLAS) in the Unit for the Enhancement of Learning and Teaching (UELТ) and participating schools. The aim of the APM scheme is to improve students’ learning and thus effectively improve their performance and retention. The APM scheme focuses on subjects rather than high-risk students.

Inclusive Learning Plans
Inclusive Learning Plans (ILPs) are developed and written by specialist advisers in Student Support and Wellbeing. ILPs set out the requirements placed on the University to ensure reasonable adjustments are put in place to:
• Enable students to access programmes of study and course materials
• Ensure appropriate assessment methods are adopted
• Ensure specific arrangements are made for examinations.

In the use of ILPs helps to ensure that the University meets its legal obligations as required by the Equality Act 2010. Above and beyond the standard ILPs, the School of Psychology’s Learning and Teaching Committee has also adopted the following good practice as School Policy:
• Lecture slides should be made available to all students 24 hours in advance of the lecture
• All lecture slides should be presented in black writing on a pastel coloured background. However, it is recognised that this may not be possible for individual slides where tables, figures etc have been imported from another source
• All lecture slides should be uploaded onto Moodle in a one slide per page format in either pdf or PowerPoint.

This good practice will enable students with visual difficulties to manipulate the slide (eg colour, font size) in an accessible format. It will also ensure that all students will still be able to print-off several slides to a page, in greyscale or back and white.

Student Services
International Student Focus Groups and sessions
The Student Services department organised focus group sessions with a cross-section of international students in December 2012, January 2013 and May 2013, in collaboration with the International Development Office and Kent Union. The purpose of the sessions was to gather in-depth information from students regarding their experiences at the University of Kent, focusing particularly on areas deemed potentially concerning by the International Student Barometer. All focus group activity was funded by Student Services.

Information for students
New Careers and Employability Service (CES) webpages have been developed with an EDI focus (www.kent.ac.uk/ces/special-interest). In addition, CES also provides information leaflets for students with a specific focus, for example ‘International students’ and ‘A Guide to the CES for Students with Disabilities’. CES has adopted the Inclusive Teaching Practices as policy within the department (ie slides are available to all students in advance of presentations and in a dyslexia-friendly format).

Disabled Students Survey 2013
Student Services, through Student Support and Wellbeing, undertake an annual survey of disabled students in the spring term each year. An analysis of responses was carried out and comparisons made with the previous survey in 2012 (table of results are available
The survey indicated that Student Support and Wellbeing continues to provide a very good service to students at the University’s Canterbury and Medway campuses.

Canterbury
- 91% of respondents rated the level of support provided by Student Support and Wellbeing as good, very good or excellent
- 92% of respondents rated the availability of Student Support and Wellbeing staff as good, very good or excellent.

Overall
- 92% of respondents rated the level of support provided by Student Support and Wellbeing as good, very good or excellent
- 94% of respondents rated the availability of Student Support and Wellbeing staff as good, very good or excellent.

The survey also collected written comments from students and this feedback was used to create a Student Support and Wellbeing action plan for 2013/14.

Kent Hospitality

Accommodation
Kent Hospitality continues to operate an accommodation allocation policy that ensures that the allocation of accommodation on the Canterbury Campus takes into account the needs of students from all ethnic groups and disabilities, as well as those who require medical support. Kent Hospitality also aims to balance nationalities and ethnicities in houses and flats. A number of rooms have been adapted for students with disabilities and/or wheelchair users and Kent Hospitality undertakes reasonable adjustments for new occupants of the adapted rooms. Identified and designated car parking is provided for disabled students, and the department also seeks to co-house mature students. Although over 95% of the accommodation is mixed sex, requests for single gender accommodation are respected, as far as operationally possible.

International Development
The University’s International Development Office offers targeted support to international students from pre-arrival to graduation. This support includes a programme of annual cultural and orientation events (the target audience for each event is indicated in parentheses).

International events
- Go Abroad promotional talks at Open Days (prospective students)
- International Development stand at Postgraduate Open Evening (prospective students)
- Go Abroad stands at Kent Opportunities Fair, as part of Employability Week (all students but particularly targeting 1st years)
- Options meetings (1st and 2nd year Kent students)
- Pre-departure briefings (2nd year Kent students and Erasmus Mundus candidates)
- Returners’ receptions (final year Kent students)
- Returners’ employability workshop, as part of Employability week (final-year Kent students)
- Erasmus Staff Training information sessions, Medway and Canterbury (all Kent professional services staff)
- Erasmus Staff Training week (staff from partner universities).

Social/cultural events
- Europe Day (all staff/students/local community)
- Eurovision Song Contest Party (all Kent students)
- Welcome events programme in September and January in Canterbury and Medway (all non-UK new arrivals)
- Chinese New Year (Chinese students; also open to all Kent students)
- Holi Festival (open to all Kent students)
- Thanksgiving (USA and Canadian students; also open to all Kent students)
- Diwali (open to all Kent students)
- Bahraini Embassy visit and students’ lunch (Bahraini students)
- New Year’s Dinner at Canterbury and Medway, co-organised with the Student Learning and Advisory Service (all Kent EU/International students)
- International Scholarships students’ visit to the Mayor of Canterbury (all Kent International Scholarship students)
- International Student Experience Fair (all Kent international students)
- Lunches with different groups of international students
- In-country events involving applicants, students, parents, alumni, partners and agents
- International Conference of Nigerian Students (ICONS) conference.

Kent Union
Kent Union has continued to advance its EDI agenda in 2012/13. Key highlights are included below.

Ethnic Minorities activities
- Black History Month events
- Charity football match for the ‘Kick Racism Out Of Sport’ campaign
- International Women’s Week events
- Curriculum diversity campaign.

Women’s activities
- Women in Academia events with lectures including ‘Can men be Feminists?’
- NUS Women’s Officer visited to encourage female students to stand in the leadership elections
- Work with the School of Politics and International Relations for the ‘One Billion Rising’ event
- Various events for International Women’s Week
- Feminism in the LGBT community event.

LGBT activities
- LGBT forum with the NUS
- Collaborative working alongside the LGBT staff Network
- LGBT History Month events
- Trans Day of Remembrance Vigil
- Mental Health Week events
- Lobbied Julian Brazier to vote for the Equal Marriage Bill
- Event to raise awareness of hate crime.

Students with disabilities activities
- Work undertaken on the Accessibility Audit
- Work undertaken with sports clubs and societies to make them more accessible
- Contributed to a discussion on BBC’s Panorama programme about disabilities and the job market
- Contributed to the accessibility discussions relating to the Templeman Library extension
- Created Disability Forums.

Kent Union EDI Committee
Student Services have a position on the Kent Union EDI Committee, ensuring a forum for collaborative working on EDI initiatives.
Meeting our objective to promote the equality, diversity and inclusivity agenda within the University through the support of institutional initiatives and projects to embed good practice.

Staff

Promoting EDI at Induction

EDI continues to have a strong presence in termly Staff Induction Events/Information Fairs and at the separate New Staff Welcome Event, which focuses on University Strategy and is led by the Vice-Chancellor and the Executive Group each year; all supported by the Learning and Development team. Attendance levels continue to be very positive with a total of 230 new staff participating in 2012/13. Well received world café-style table groups were introduced in 2013 at the Welcome event, providing new staff members with opportunities to talk more informally with members of EG and other senior staff. EDI is featured strongly in termly induction with a focus on building a fair and respectful environment and setting the legislative and structural framework for EDI at Kent, including raising awareness of the responsibility of all staff to support EDI. The events introduce the E-Learning module, Diversity in the Workplace, and promote the work of the EDI Staff Networks. Each termly induction event also includes an Information Fair where all members of staff – both new and longer serving – find out more about what it means to work at the University of Kent by browsing a range of stalls showcasing University services.

EDI Development: Valuing Everyone

A University procurement process ran in late 2013 to identify a supplier to work in partnership with Learning & Development and EDI on an EDI Development workshop for all staff. This will run from spring 2014 through summer 2015, as part of a larger programme of work focusing on EDI development. Discussions initially took place with a diverse range of stakeholders around the aims and objectives of the programme and a set of pilots across a range of areas will precede the formal launch in spring 2014. Key areas of focus include: creativity and encouraging ideas for positive change in the workplace; recognising the existence of bias and taking a positive approach to consider its implications; skills for effective communication including the importance of inclusivity for partnership working; fairness; dignity; and respect. EDI development for key decision-makers is also planned to begin in autumn 2014.

EDI and leadership programmes

The University delivered internal leadership programmes to four levels of staff in 2012/13 – from first-line managers to senior managers. The University's senior leadership/management programme (SLMP) was offered for new Heads and senior leaders from across schools and professional services and involved 12 senior leaders. Based on feedback, it has been adjusted in 2013/14 to better reflect the needs of participants. A new
Mentoring and Coaching

A Mentoring Network was launched in spring 2013 and the numbers attending and levels of enthusiasm indicate that the network has the potential to effectively promote, share and disseminate good mentoring practice and to build the profile of mentoring at Kent. Specific "how-to" development sessions have been included as part of the network’s activities. A number of senior staff have also been supported through one-to-one coaching. Coaching skills have been offered within all of the University’s leadership and management development programmes, including the opportunity to join action learning sets which provide an opportunity for group/peer coaching. Interest in mentoring and coaching continues to grow with a particular emphasis on the use of mentoring as an induction tool and for career development which will also be carried forward through academic probation and the University’s new Probation Scheme for professional services and research staff in 2014.

Aurora Leadership Programme for Women

The University agreed to participate in Aurora, a new Leadership Foundation for Higher Education (LFHE) sector-wide development programme for women in higher education. The programme began in September 2013 and is sponsored by the Vice-Chancellor and supported by all three Faculty Deans. Dr Ruth Blakeley, Reader in International Relations, was appointed as the Kent Aurora Champion and is responsible for leading the drive for Kent to be fully and actively engaged in the programme, working in close partnership with Learning & Development Manager Anne Rushworth. Aurora provides career and personal development opportunities for women. Ten female members of academic staff are participating in the first iteration of the programme which is planned to continue for the next five years. Other University of Kent staff members have taken on the responsibility to be mentors and role models and the Vice-Chancellor has been selected as a programme speaker. More broadly, the programme is providing an impetus to expand and enhance the University of Kent’s mentoring practices for women.

Organisational Partnerships

Learning and Development continued to work closely with the local Association of University Administrators (AUAs) Kent branch, supporting, attending and contributing to lunchtime events. The University supported 13 Kent AUAs to attend the annual conference in 2013, with a number of Kent staff delivering workshops on EDI themes around partnerships and collaboration.

Students

Unit for the Enhancement of Learning and Teaching (UEL): Student Learning Advisory Service (SLAS)

The Unit for the Enhancement of Learning and Teaching (UEL) provides a range of services for staff and students that promote a high quality learning experience at Kent. These include initial and continuing professional development of academic staff, curriculum and educational development including e-learning, quality management of learning and teaching and student advice and guidance for effective learning.

The mission of the Student Learning Advisory Service (SLAS) is to guide student achievement and to enhance the Student Learning Experience (SLE). It runs a number of initiatives that aim to improve the SLE, which are highlighted below.

Advantage Initiative (AI)

AI aims to:
• Embed study skills provision at each stage of the undergraduate and taught postgraduate programme to improve performance and retention
• Improve collaboration on study skills provision between academic departments and central services
• Nuance study skills provision at each stage of the undergraduate and taught postgraduate programme to meet the needs of individual students.

Partner schools who engage with the initiative have developed good practice by offering students the opportunity of developing their study skills within the timetabled sessions.

International students: programme of events

The Unit for the Enhancement of Learning and Teaching (UEL) provides free social events for international students with some academic input to help them make the transition into a new learning environment, and to better understand the higher education system in the UK and its requirements, while also having fun and making new friends.

Writing Well (WW) workshops

The WW workshops target students whose first language is not English and who might be having linguistic difficulties.

Creative Language Development (CLD) programme

The CLD programme offers supportive and creative English language tuition to postgraduate students by using a variety of artistic media to develop students’ awareness of, and ability to use, formal and informal language in a prescriptive, analytical and enjoyable environment.
Mathematics (Maths) and Statistics (Stats) Clinics
SLAS have developed weekly maths and stats clinics designed to support the many students who are expected to use maths and stats effectively in their programme of study (for example, Psychology and Biosciences), but do not have the appropriate skill set. The benefits offered by the clinics are significantly enhanced maths and stats provision, as well as improved student satisfaction, performance and retention.

VALUE programme
The VALUE programme is a partnership initiative between students, participating academic schools (at both the Canterbury and Medway campuses) and the Student Learning Advisory Service (SLAS) in the Unit for the Enhancement of Learning and Teaching (ULET). It is made up of four tiers:
1. Value Classic – a HEFCE-funded summer school programme targeted at students who are at risk of failure or underachievement
2. Value Plus – Same as value classic but aimed at stage 2 and stage 3 students
3. Value Map – free programme of study support for mature and part-time students
4. Value Grad – development and retention programme for taught postgraduate students.

Kent Union
Stand Out training sessions
Stand Out is a training scheme run by Kent Union to help students develop employability and volunteering skills throughout their time at the University of Kent. Sessions are free and cover a wide variety of topics, some of which included EDI issues.

Table 2: Student initiatives during 2012/13

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Full-time</th>
<th>Part-time</th>
<th>UG students</th>
<th>PG students</th>
<th>Male students</th>
<th>Female students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1</td>
<td>1312</td>
<td>112</td>
<td>1108</td>
<td>316</td>
<td>453</td>
<td>971</td>
</tr>
<tr>
<td>Workshops</td>
<td>985</td>
<td>40</td>
<td>673</td>
<td>352</td>
<td>298</td>
<td>727</td>
</tr>
<tr>
<td>Value Map</td>
<td>162</td>
<td>58</td>
<td>125</td>
<td>95</td>
<td>88</td>
<td>132</td>
</tr>
<tr>
<td>International</td>
<td>418</td>
<td>0</td>
<td>178</td>
<td>240</td>
<td>143</td>
<td>275</td>
</tr>
<tr>
<td>APM</td>
<td>215</td>
<td>0</td>
<td>212</td>
<td>*</td>
<td>78</td>
<td>137</td>
</tr>
</tbody>
</table>

* denotes <5

Table 3: Kent Union Stand Out sessions 2012/13

<table>
<thead>
<tr>
<th>Course</th>
<th>Date</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberation</td>
<td>22 November</td>
<td>Learn the knowledge and skills to become part of a movement which tackles oppression and discrimination.</td>
</tr>
<tr>
<td>Safeguarding of Children and Vulnerable Adults</td>
<td>26 November, 23 January, 25 February</td>
<td>Understand Kent Union's Safeguarding Children and Vulnerable Adults Policy.</td>
</tr>
<tr>
<td>My Guide official training</td>
<td>20 March</td>
<td>A practical session to give participants the confidence and key skills to be able to offer sighted guiding to a blind or partially-sighted person.</td>
</tr>
<tr>
<td>Introduction to Makaton</td>
<td>21 March</td>
<td>Makaton is assisted sign language used to communicate with people with learning difficulties.</td>
</tr>
<tr>
<td>How to Run an issue-based campaign</td>
<td>23 May</td>
<td>Learn how to plan and run an effective issue-based campaign.</td>
</tr>
</tbody>
</table>
Meeting our objective to: continue to collect and make use of equality and diversity data to develop, prioritise and inform institutional practices.

Staff data

Introduction

The following pages present the equality profiles of all substantive staff at Kent¹, benchmarked against the UK sector-level statistics (as contained in the Equality in Higher Education: Statistical Report 2013 for the year 2011/12, ECU 2013).

University of Kent data are presented at two levels: organisational level and faculty or professional service level². Unless otherwise stated, the figures at UK total level³ are used for all sector comparisons. Also noteworthy is the inclusion of Hourly-Paid Lecturers (HPLs) in this year’s report which has aligned Kent’s data more closely with the ECU sector data recorded by HESA, thus improving accuracy of comparisons. In this Annual EDI Report, all data from previous years has been updated to include HPLs, so do not match the data presented last year. Finally, this year’s Annual EDI report has also been expanded to include full-time and part-time contracts and maternity.

Gender

Table 4 illustrates that the University of Kent’s overall staff composition is 52% female and 48% male. This has remained constant over the past three years and aligns well with the student population at 53% female and 47% male (at page 28). The overall gender balance of staff in the sector has also remained constant, with women comprising circa 54% of the total workforce. These data suggest that the workforce at Kent is slightly more gender-balanced than that in the sector overall.

Table 5 typically suggests the vertical segregation of women in lower grades and men in higher grades. This is apparent from Grade 8 upwards (with the exception of Clinical Academics). Much work remains to understand this trend in relation to the number of women in senior roles, particularly in Faculty, and this specific area of focus is already being addressed by the University in a number of ways: through Athena SWAN, the AURO RA senior leadership programme for women, the Women’s Network, the VC’s Academic Women’s Group, the Researcher Development Working Group (RDWG), and through findings from the post-REF Equality Analysis. Table 5 also illustrates that this year the proportion of senior women has increased by up to 4 percentage points since last year. This is an encouraging change in an area where greater gender balance is needed.

Gender composition of Faculty/Professional Services: The charts on page 20 showing staff by gender indicate that women continue to be particularly under-represented in the Faculty of Sciences. When analysed as discrete cohorts, we find that a high proportion of females are Researchers (with the exception of the highest grade, but here the numbers are small). This contrasts with the HPLs where a higher proportion of the cohort are male. It is important to note that 60% of the students in both the Faculty of Humanities and the Faculty of Social Sciences are female (please see Student Gender Breakdown by Faculty on page 28) while the profile of these faculties at management level reflects the opposite at 70% male, reinforcing the continuing need to consider and address issues related to the career pipeline for women.

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¹ This year the data is captured by headcount, not contracts. Substantive staff are defined as all staff on Open-Ended contracts not paid by timesheets. Graduate Teaching Assistants (GTAs) and Timesheet staff are not included. HPLs are included only when active on the HR system on the census date of 01.10.13.
² Reporting at Faculty/Professional Service service level represents the University of Kent’s organisational structure. There is a small group of 56 individuals who are included in the total data for each year (shown in the tables), but due to their position outside of any Faculty or Professional Service group they have not been included in the breakdown charts.
³ UK totals are the combined figures for England, Northern Ireland, Scotland and Wales.
Table 4: 2010/11 – 2012/13 Staff by gender by year (including HPLs)

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Sector average – female</th>
<th>Sector average – male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>2012/13</td>
<td>1665</td>
<td>52%</td>
<td>1562</td>
<td>48%</td>
<td>unavailable at time of press</td>
</tr>
<tr>
<td>2011/12</td>
<td>1486</td>
<td>52%</td>
<td>1380</td>
<td>48%</td>
<td>53.8%</td>
</tr>
<tr>
<td>2010/11</td>
<td>1390</td>
<td>52%</td>
<td>1305</td>
<td>48%</td>
<td>53.7%</td>
</tr>
</tbody>
</table>

Table 5: 2012/13 Staff by gender and grade

<table>
<thead>
<tr>
<th>Grade (NB: this list is not exhaustive)</th>
<th>Male 2012/13</th>
<th>Female 2012/13</th>
<th>Female change 11/12 – 12/13</th>
<th>Female % 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Domestic or Catering Assistants</td>
<td>75 43%</td>
<td>101 57%</td>
<td>-1%</td>
<td>58%</td>
</tr>
<tr>
<td>2 Hospitality Assistants/ Caretakers</td>
<td>40 58%</td>
<td>29 42%</td>
<td>-2%</td>
<td>44%</td>
</tr>
<tr>
<td>3 Clerical Assistants/Receptionists</td>
<td>75 37%</td>
<td>126 63%</td>
<td>+3%</td>
<td>60%</td>
</tr>
<tr>
<td>4 Clerical Assistants/Clerks</td>
<td>66 26%</td>
<td>185 74%</td>
<td>-2%</td>
<td>76%</td>
</tr>
<tr>
<td>5 Technicians/Secretarial Assistants /Co-ordinators</td>
<td>88 36%</td>
<td>157 64%</td>
<td>-3%</td>
<td>67%</td>
</tr>
<tr>
<td>6 Administrators/Researchers</td>
<td>302 47%</td>
<td>334 53%</td>
<td>0%</td>
<td>53%</td>
</tr>
<tr>
<td>7 Lecturers/Administrators/Researchers</td>
<td>272 46%</td>
<td>319 54%</td>
<td>-2%</td>
<td>56%</td>
</tr>
<tr>
<td>8 Lecturers/Managers/Administrators/Researchers/Accountants</td>
<td>228 53%</td>
<td>199 47%</td>
<td>0%</td>
<td>47%</td>
</tr>
<tr>
<td>Clin Ac Clinical Lecturers</td>
<td>7 47%</td>
<td>8 53%</td>
<td>-6%</td>
<td>59%</td>
</tr>
<tr>
<td>9 Senior Lecturers/Administrators/Researchers/Assistant Directsors</td>
<td>180 62%</td>
<td>112 38%</td>
<td>+2%</td>
<td>36%</td>
</tr>
<tr>
<td>10 Readers/Senior Managers such as Heads of strategic areas</td>
<td>59 60%</td>
<td>39 40%</td>
<td>+4%</td>
<td>36%</td>
</tr>
<tr>
<td>M&amp;P Professors/Directors of large strategic areas/Heads of School/Executive Group</td>
<td>170 75%</td>
<td>56 25%</td>
<td>+3%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1562 48%</strong></td>
<td><strong>1665 52%</strong></td>
<td>0%</td>
<td><strong>52%</strong></td>
</tr>
</tbody>
</table>
7 EDI DATA (CONT)

2012/13 All staff by gender: breakdown by Faculty and Professional Services

Faculty of Humanities (n = 415)

Faculty of Sciences (n = 493)

Faculty of Social Sciences (n = 615)

Professional Services and Faculty Administration Staff (n = 1648)

2012/13 Subset breakdown of Research and HPL staff by gender

Research Staff (cohort = 152)

Faculty-based Hourly Paid Lecturers (HPLs ) (cohort = 574)
Table 6: 2012/13 Staff by gender, working pattern and grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Full-time (FT)</th>
<th></th>
<th></th>
<th></th>
<th>Part-time (PT)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female n %</td>
<td>Male n %</td>
<td>Total n</td>
<td>Female n %</td>
<td>Male n %</td>
<td>Total n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>25 35%</td>
<td>46 65%</td>
<td>71</td>
<td>76 72%</td>
<td>29 28%</td>
<td>105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>19 41%</td>
<td>27 59%</td>
<td>46</td>
<td>10 43%</td>
<td>13 57%</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>70 53%</td>
<td>61 47%</td>
<td>131</td>
<td>56 80%</td>
<td>14 20%</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>111 66%</td>
<td>58 34%</td>
<td>169</td>
<td>74 90%</td>
<td>8 10%</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>101 55%</td>
<td>83 45%</td>
<td>184</td>
<td>56 92%</td>
<td>5 8%</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>100 58%</td>
<td>72 42%</td>
<td>172</td>
<td>234 50%</td>
<td>230 50%</td>
<td>464</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>200 50%</td>
<td>202 50%</td>
<td>402</td>
<td>119 63%</td>
<td>70 37%</td>
<td>189</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>151 43%</td>
<td>200 57%</td>
<td>351</td>
<td>48 63%</td>
<td>28 37%</td>
<td>76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Ac</td>
<td>7 54%</td>
<td>6 46%</td>
<td>13</td>
<td>* 50%</td>
<td>* 50%</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>84 38%</td>
<td>139 62%</td>
<td>223</td>
<td>28 41%</td>
<td>41 59%</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>37 40%</td>
<td>56 60%</td>
<td>93</td>
<td>* 40%</td>
<td>* 60%</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M&amp;P</td>
<td>49 27%</td>
<td>134 73%</td>
<td>183</td>
<td>7 16%</td>
<td>36 84%</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>954 47%</td>
<td>1084 53%</td>
<td>2038</td>
<td>711 60%</td>
<td>478 40%</td>
<td>1189</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sector: 47% 53% 67% 33%

Males (n=1562) by FT/PT

<table>
<thead>
<tr>
<th></th>
<th>Full-time = 63%</th>
<th>Part-time = 37%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Sector figure unavailable at time of press)</td>
<td>(Sector figure unavailable at time of press)</td>
</tr>
</tbody>
</table>

Females (n=1665) by FT/PT

<table>
<thead>
<tr>
<th></th>
<th>Full-time = 57%</th>
<th>Part-time = 43%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(sector = 57%)</td>
<td>(sector = 43%)</td>
</tr>
</tbody>
</table>

* denotes <5

Full-time and part-time staff by gender:
Table 6 states that 63% of staff at the University of Kent work full-time, and 37% work part-time. Of the full-time staff at Kent, 53% are male and 47% are female which aligns with the sector average. Of the part-time staff at Kent, 60% are female and 40% are male which is more balanced than that of the sector overall where the corresponding figures are 67% and 33%. In terms of working patterns at Kent, 57% of women work full-time and 43% work part-time which matches the sector overall. However, 69% of men work full-time and 31% part-time (versus 75% and 25% in the sector) indicating that a higher proportion of men at Kent work part-time than in the sector.

Maternity Leave at the University of Kent:
Table 7 indicates that the total number of women taking maternity leave each year has remained consistent at an average of circa 42 per annum. Some women have changed to part-time contracts upon return from maternity and the number of leavers upon return has declined over the three-year period. In addition, maternity leave was taken up by 30 individuals in 2012/13.

Table 7: 2010/11 – 2012/13 Maternity Leave at the University of Kent

<table>
<thead>
<tr>
<th>Number of women:</th>
<th>Leave Start Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010/11</td>
</tr>
<tr>
<td>taking Maternity Leave</td>
<td>41</td>
</tr>
<tr>
<td>currently on Maternity Leave</td>
<td>0</td>
</tr>
<tr>
<td>remaining part-time upon their return</td>
<td>8</td>
</tr>
<tr>
<td>remained full-time upon their return</td>
<td>17</td>
</tr>
<tr>
<td>changing to part-time upon their return</td>
<td>5</td>
</tr>
<tr>
<td>changing to full-time upon their return</td>
<td>*</td>
</tr>
<tr>
<td>leavers after Maternity Leave</td>
<td>10</td>
</tr>
</tbody>
</table>

* denotes <5
Table 8: 2010/11 – 2012/13 Staff by age by year

<table>
<thead>
<tr>
<th>Year</th>
<th>25 or less</th>
<th>26 to 35</th>
<th>36 to 45</th>
<th>46 to 55</th>
<th>56 to 64</th>
<th>Over 65</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>229</td>
<td>830</td>
<td>839</td>
<td>755</td>
<td>442</td>
<td>132</td>
</tr>
<tr>
<td>%</td>
<td>7%</td>
<td>26%</td>
<td>26%</td>
<td>23%</td>
<td>14%</td>
<td>4%</td>
</tr>
<tr>
<td>Sector average</td>
<td>unavailable at time of press</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>206</td>
<td>705</td>
<td>732</td>
<td>702</td>
<td>425</td>
<td>96</td>
</tr>
<tr>
<td>%</td>
<td>7%</td>
<td>25%</td>
<td>26%</td>
<td>24%</td>
<td>15%</td>
<td>3%</td>
</tr>
<tr>
<td>Sector average</td>
<td>6%</td>
<td>25%</td>
<td>26%</td>
<td>26%</td>
<td>16%</td>
<td>1%</td>
</tr>
<tr>
<td>2010/11</td>
<td>186</td>
<td>658</td>
<td>693</td>
<td>648</td>
<td>434</td>
<td>76</td>
</tr>
<tr>
<td>%</td>
<td>7%</td>
<td>24%</td>
<td>26%</td>
<td>24%</td>
<td>16%</td>
<td>1%</td>
</tr>
<tr>
<td>Sector average</td>
<td>7%</td>
<td>25%</td>
<td>26%</td>
<td>25%</td>
<td>16%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Table 9: 2012/13 Staff by age band and grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Example of roles in Grade (NB: this list is not exhaustive)</th>
<th>25 or less no</th>
<th>26 to 35 no</th>
<th>36 to 45 no</th>
<th>46 to 55 no</th>
<th>56 to 64 no</th>
<th>Over 65 no</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Domestic or Catering Assistants</td>
<td>24 (14%)</td>
<td>22 (13%)</td>
<td>32 (18%)</td>
<td>55 (31%)</td>
<td>37 (21%)</td>
<td>6 (3%)</td>
</tr>
<tr>
<td>2</td>
<td>Hospitality Assistants/Caretakers</td>
<td>6 (9%)</td>
<td>10 (14%)</td>
<td>17 (25%)</td>
<td>17 (25%)</td>
<td>14 (20%)</td>
<td>5 (7%)</td>
</tr>
<tr>
<td>3</td>
<td>Clerical Assistants/Receptionists</td>
<td>34 (17%)</td>
<td>38 (19%)</td>
<td>39 (19%)</td>
<td>50 (25%)</td>
<td>32 (16%)</td>
<td>8 (4%)</td>
</tr>
<tr>
<td>4</td>
<td>Clerical Assistants/Clarks</td>
<td>23 (9%)</td>
<td>74 (29%)</td>
<td>48 (19%)</td>
<td>63 (25%)</td>
<td>38 (15%)</td>
<td>5 (2%)</td>
</tr>
<tr>
<td>5</td>
<td>Technicians/Secretarial Assistants /Co-ordinators</td>
<td>23 (9%)</td>
<td>79 (32%)</td>
<td>55 (22%)</td>
<td>58 (24%)</td>
<td>27 (11%)</td>
<td>* 1%</td>
</tr>
<tr>
<td>6</td>
<td>Administrators/Researchers</td>
<td>108 (17%)</td>
<td>252 (40%)</td>
<td>117 (18%)</td>
<td>99 (16%)</td>
<td>45 (7%)</td>
<td>15 (2%)</td>
</tr>
<tr>
<td>7</td>
<td>Lecturers/Administrators/Researchers</td>
<td>11 (2%)</td>
<td>239 (40%)</td>
<td>174 (29%)</td>
<td>96 (16%)</td>
<td>55 (9%)</td>
<td>16 (3%)</td>
</tr>
<tr>
<td>8</td>
<td>Lecturers/Managers/Administrators/Researchers/Accountants</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Clin Ac</td>
<td>Clinical Lecturers</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>9</td>
<td>Senior Lecturers/Managers/Researchers/Assistant Directors</td>
<td>0 (0%)</td>
<td>20 (7%)</td>
<td>113 (39%)</td>
<td>86 (29%)</td>
<td>54 (18%)</td>
<td>19 (7%)</td>
</tr>
<tr>
<td>10</td>
<td>Readers/Senior Managers such as Heads of strategic areas</td>
<td>0 (0%)</td>
<td>* 4%</td>
<td>39 (40%)</td>
<td>35 (36%)</td>
<td>15 (15%)</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>M&amp;P</td>
<td>Professors/Directors of large strategic areas/Heads of School/Executive Group</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>39 (17%)</td>
<td>81 (36%)</td>
<td>71 (32%)</td>
<td>34 (15%)</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>229 (7%)</td>
<td>830 (26%)</td>
<td>839 (26%)</td>
<td>755 (23%)</td>
<td>442 (14%)</td>
<td>132 (4%)</td>
</tr>
</tbody>
</table>

* denotes <5
2012/13 All staff by age: breakdown by Faculty and Professional Services

Faculty of Humanities (n = 415)

Faculty of Sciences (n = 493)

Faculty of Social Sciences (n = 615)

Professional Services and Faculty Administration Staff (n = 1648)

2012/13 Subset breakdown of Research and HPL staff by age

Research Staff (cohort = 152)

Faculty-based Hourly Paid Lecturers (HPLs) (cohort = 574)
7 EDI DATA (CONT)

Ethnicity

Black and minority ethnic (BME) individuals make up 9% of all staff members and 8% of senior managers and professors at the University of Kent. The University’s BME population has remained consistent for the past three years, with a small increase in 2012/13. This figure compares to a UK sector average BME participation rate of 7.6%.

One area to note is the increase in non-disclosure of ethnicity, up from 13% to 16%. This is well above the UK sector average of 4.7%, and indicates an area of further work for the University in encouraging better data capture and disclosure of ethnic groups among employees.

Table 10: 2010/11 – 2012/13 Staff by ethnicity by year

<table>
<thead>
<tr>
<th>Year</th>
<th>BME</th>
<th>White</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>276</td>
<td>2436</td>
<td>515</td>
</tr>
<tr>
<td>%</td>
<td>9%</td>
<td>75%</td>
<td>16%</td>
</tr>
<tr>
<td>Sector Comparison</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>225</td>
<td>2261</td>
<td>380</td>
</tr>
<tr>
<td>%</td>
<td>8%</td>
<td>92%</td>
<td>5%*</td>
</tr>
<tr>
<td>2010/11</td>
<td>215</td>
<td>2127</td>
<td>353</td>
</tr>
<tr>
<td>%</td>
<td>8%</td>
<td>79%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Sector comparison data: Please note that The Equality Challenge Unit removes the ‘Unknown’ data before analysing its BME and White figures. This therefore affects the overall data figures. If the University of Kent were to do the same our BME figure for 2012/13 would rise to 10.2%. Using both comparison figures, the University of Kent is above the UK national comparison of 8%.

Table 11: 2012/13 Staff by ethnicity and grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Example of roles in Grade (NB: this list is not exhaustive)</th>
<th>BME</th>
<th>White</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>Domestic or Catering Assistants</td>
<td>14</td>
<td>8%</td>
<td>112</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Hospitality Assistants/Caretakers</td>
<td>*</td>
<td>6%</td>
<td>51</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Clerical Assistants/Receptionists</td>
<td>*</td>
<td>2%</td>
<td>168</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Clerical Assistants/Clerks</td>
<td>9</td>
<td>4%</td>
<td>203</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Technicians/Secretarial Assistants/Co-ordinators</td>
<td>10</td>
<td>4%</td>
<td>202</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Administrators/Researchers</td>
<td>74</td>
<td>12%</td>
<td>486</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Lecturers/Administrators/Researchers</td>
<td>47</td>
<td>8%</td>
<td>432</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Lecturers/Managers/Administrators/Researchers/Accountants</td>
<td>56</td>
<td>13%</td>
<td>300</td>
</tr>
</tbody>
</table>

Ethnicity composition of Faculty/Professional Services: The charts on page 25 demonstrate that the concentration of BME staff is highest in the Faculty of Sciences, where BME groups are well represented across the grades. Professional services also demonstrate a balanced spread of BME groups at all levels. For research staff, BME groups do not have representation in the top grades; however, it must be noted that the numbers at the top grades are significantly smaller than in other areas (fewer than ten individuals sit at Grade 9 or higher).
2012/13 All staff by ethnicity: breakdown by Faculty and Professional Services

2012/13 Subset breakdown of Research and HPL staff by ethnicity
7 EDI DATA
(CONT)

Disability
Table 12 below shows that 2% of staff disclosed that they are disabled and this figure has remained constant over the last three years. In the sector, 3.4% of staff have disclosed that they are disabled. A large proportion of Kent staff (43%) are of an unknown disability status, whereas the sector average is just 7.8%. This highlights that, although staff disclosure has increased marginally over the three-year period at Kent, the reporting system needs to be addressed as a matter of urgency in order to: a) improve the effectiveness of monitoring; and b) provide appropriate support.

Table 12: 2010/11 – 2012/13 Staff disability by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Disability status</th>
<th>2012/13</th>
<th>2011/12</th>
<th>Office of National Statistics (ONS) 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>disclosed disability</td>
<td>n%</td>
<td>n%</td>
<td>n%</td>
</tr>
<tr>
<td>2012/13</td>
<td>74 2%</td>
<td>1770 55%</td>
<td>1383 43%</td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>63 2%</td>
<td>1472 51%</td>
<td>1331 46%</td>
<td></td>
</tr>
<tr>
<td>2010/11</td>
<td>54 2%</td>
<td>1434 53%</td>
<td>1207 45%</td>
<td></td>
</tr>
</tbody>
</table>

Although it is acknowledged that the data in Table 13 below are based on small numbers, they suggest that disabled staff at Kent have a range of impairments. Specific learning difficulties, reported at 28.4%, is the most commonly disclosed impairment which is higher than the sector average of 16.3%. By contrast, the most commonly disclosed impairment in the sector, at 25.2%, is a long-standing illness or serious health condition; at Kent this figure is currently just 2.7%.

Table 13: 2012/13 Disabled staff by impairment type (from a sample of 74)

<table>
<thead>
<tr>
<th>Impairment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific learning difficulty</td>
<td>28.4%</td>
</tr>
<tr>
<td>Physical impairment or mobility issues</td>
<td>6.8%</td>
</tr>
<tr>
<td>Mental health condition</td>
<td>4%</td>
</tr>
<tr>
<td>Long-standing illness or health condition</td>
<td>2.7%</td>
</tr>
<tr>
<td>Blind or a serious visual impairment uncorrected by glasses</td>
<td>2.7%</td>
</tr>
<tr>
<td>Deaf or serious hearing impairment</td>
<td>1.35%</td>
</tr>
<tr>
<td>Disability, impairment or medical condition not listed above</td>
<td>52.7%</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>1.35%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Religion or belief
The data in Table 14 suggest that most staff at Kent are either of no religion (at 24%) or that this is unknown. At 19%, Christianity is the most commonly represented religion of those who have disclosed this information compared to 59% in the general population (Office for National Statistics, 2011).

Table 14: 2011/12 – 2012/13 Staff by religion or belief

<table>
<thead>
<tr>
<th>Year</th>
<th>No religion</th>
<th>Christian</th>
<th>Muslim</th>
<th>Any other religion or belief</th>
<th>Hindu</th>
<th>Buddhist</th>
<th>Jewish</th>
<th>Sikh</th>
<th>Spiritual</th>
<th>Prefer not to say</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>24%</td>
<td>19%</td>
<td>1%</td>
<td>1%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>6%</td>
<td>47%</td>
</tr>
<tr>
<td>2011/12</td>
<td>21%</td>
<td>18%</td>
<td>1%</td>
<td>1%</td>
<td>0</td>
<td>0</td>
<td>0.2%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>54%</td>
</tr>
<tr>
<td>ONS 2011</td>
<td>25.1%</td>
<td>59.3%</td>
<td>4.8%</td>
<td>0.4%</td>
<td>1.5%</td>
<td>0.4%</td>
<td>0.5%</td>
<td>0.8%</td>
<td>7.2%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* cited in People Management (Chartered Institute of Personnel and Development, February 2013)

Sexual orientation
Table 15 below demonstrates that the sexual orientation of 90% of staff at Kent is unknown. However, this year, the proportion of staff who have disclosed their sexual orientation stands at 10%, compared to last year’s figure of just 3%. NB: Sector comparisons have not been undertaken as the ECU does not currently publish data about sexual orientation.

Table 15: 2011/12 – 2012/13 Sexual orientation of staff

<table>
<thead>
<tr>
<th>Year</th>
<th>Heterosexual</th>
<th>Bisexual</th>
<th>Gay man</th>
<th>Gay woman/lesbian</th>
<th>Other</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>8.99%</td>
<td>0.31%</td>
<td>0.25%</td>
<td>0.25%</td>
<td>0.06%</td>
<td>25.26%</td>
</tr>
<tr>
<td>2011/12</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Staff data conclusion
Overall, the trends in the data match that of previous years, with gender continuing to typically indicate vertical segregation of women in lower grades and men in higher grades. This year, the University remains committed to the Aurora programme, the Athena SWAN Charter, the Researcher Development Working Group (RDWG), an Equal Pay Audit, and findings from the final REF Equality Analysis. Obtaining better data on other Protected Characteristics (for example, disability, sexual orientation, and religion or belief) remains a key priority for more effective monitoring and employment support in future. Finally, an EDI development programme will be rolled out to all staff, tailored to build support networks and good practice at departmental level.
Students

In September 2012 the University collected for the first time the following personal data from students new to the University, in line with the requirements of the Equality Act 2010:
- Religion or Belief
- Sexual Orientation
- Marriage and Civil Partnership
- Gender Reassignment.

This personal data is referred to as 'protected characteristics' in the Equality Act 2010, and builds on information already held on gender, age, ethnic origin and disability. It is not surprising to know that as this is the first year of data collection for the new protected characteristics, and the disclosure of information by students is voluntary, there were a high percentage of students in the 'Not Known' category. However, it is expected that this percentage will decrease proportionally year-on-year, as new students enter the University.

At present, the Higher Education Statistics Agency does not collect national statistics for all of the designated protected characteristics bar gender, age, ethnic origin and disability, and, therefore there is no national benchmark information available to the higher education sector for 2012/13.

Religion or belief

Key observations:
- Most respondents identified as having No Religion (15.3%; see Diagram 1)
- Over 12.9% of respondents identified themselves as Christian
- Just under 2.7% of respondents identified themselves as Muslim
- The remaining respondents (in the region of 3%) identified themselves as Sikh, Hindu, Buddhist, Jewish, Spiritual or other non-specified, with 2.2% of respondents preferring not to state whether they have a religion or belief
- A greater percentage of non-UK students identify with a religion or belief, with 28.5% of all non-UK students declaring a religion or belief compared with 15.4% of UK domiciled students who responded to the survey.

Sexual orientation

Key observations:
- The majority of students who responded to the survey identified themselves as heterosexual (30.9%; see Diagram 2)
- The proportion of respondents who identified themselves as gay man or gay woman/lesbian was 0.17% and 0.23% respectively
- A total of 3.12% of respondents preferred not to declare their sexual orientation
- More non-UK respondents identified themselves as bisexual and gay compared to their UK counterparts (1.23% and 0.36 compared to 0.59% and 0.19% respectively; diagram not shown).

Gender reassignment

Students participating in the survey were asked: 'Is the gender you identify with at this moment in time the same as the gender you were assigned at birth? The responses are outlined in Diagram 3.

Key observations:
- A small proportion of respondents (0.14%) indicated that they had changed gender
- 50% of Non-UK students responded to this question compared to 31% of UK domiciled students
- 28% of full-time students responded to this question compared to 18% of part-time students.

Diagram 1: Religion or Belief
(All Students)

Diagram 2: Sexual Orientation
(All Students)

Diagram 3: Gender Reassignment
(All Students)
7 EDI DATA (CONT)

Marriage and civil partnership
Key observations:
• The majority of respondents (54%) were unmarried
• More part-time students were married compared to full-time students (16% and 2% respectively)
• More postgraduate students were married compared to undergraduate students (8% and 2% respectively).

Gender
Key observations:
• Women continue to be in the majority at the University, although the gap has narrowed since the previous year and there is less of a variance between males and females compared to the national trend (see Diagrams 5 & 6)
• The University of Kent has a higher proportion of non-UK females (59%) compared to male students, which is 8.15% higher than the Equality Challenge Unit national benchmark.
• The proportion of part-time female students was reduced by 3% from last year. However, the proportion of female postgraduate research students has grown over the last year; full-time (2% increase) and part-time (4% increase)
• The University of Kent bucks the national trend when it comes to the representation of female postgraduate research students (full-time (51%) and part-time (61%) at the University. The ECU national benchmark was 6% and 10.8% higher respectively.
• The proportion of female students at the Canterbury and Medway campuses remained constant, but at the Tonbridge and Brussels Centres this was increased by 4% and 2% respectively.
• Over the last two years the proportion of female students has been underrepresented in the Faculty of Sciences, and is much lower than that in the Faculties of Social Sciences and Humanities (See Tables 16, 17 and 18).

Student gender breakdown by faculty

Table 16: Humanities

<table>
<thead>
<tr>
<th>Year</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>40.5%</td>
<td>59.5%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>39.2%</td>
<td>60.8%</td>
</tr>
</tbody>
</table>

Table 17: Sciences

<table>
<thead>
<tr>
<th>Year</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>62%</td>
<td>38.3%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>62.3%</td>
<td>37.7%</td>
</tr>
</tbody>
</table>

Table 18: Social Sciences

<table>
<thead>
<tr>
<th>Year</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>40.7%</td>
<td>59.3%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>40.5%</td>
<td>58.5%</td>
</tr>
</tbody>
</table>

Age
Student information on age has been presented in line with the parameters set by the ECU this year, to allow future comparison with ECU national benchmark data. For this reason, 2012/13 should be considered as year ‘zero’ for student age profile data.

Key observations:
• In the reporting year, the University had a significantly higher proportion of students aged under 21 and 25 when compared to the ECU national benchmark (under 21, 70%; under 25, 87% compared to the ECU national benchmark: under 21, 51%; under 25, 67%). Kent clearly attracts more young students that other higher education institutions (see Diagrams 7 & 8)
• The University is not as attractive to more mature learners (5% of students are aged 36 and over, and the ECU national benchmark is 16% for the same age group)
• Part-time students were consistently lower than the ECU national benchmark for the age ranges 22 and over and 36 and over (-6.2% and -9.9% respectively)
• Although the basis by which the information collated for age profile was different to last year, there is some evidence of growth in part-time student numbers in the age range 25-40 years (increase of 5%). However, there is still a lot to be done to achieve the ECU national benchmark
• The proportion of postgraduate students, taught and research, across all age brackets and modes of study was higher
than the ECU national benchmark, except for full-time and part-time postgraduate research students’ aged 22-25 (-15.4% and -4.3% respectively) and full-time postgraduate taught students over the age of 26 (-7.3%).

**Ethnicity**

The Equality Challenge Unit definition for Black and Minority Ethnic (BME) grouping has been used in this report for all ethnic origins that are non-white (Black, Asian, Chinese, Mixed and Other) and has been applied to all UK and non-UK students.

The proportion of Kent students refusing to declare their ethnic origin was 2%, which is lower than the previous year (2.3% in 2011/12), although this percentage rose to 5% in non-UK domiciled students. Cultural differences could account for this change. Ethnic Origin was Not Known in 0.8% of the student population.

**Key observations:**

- The majority of Kent students (66%; see Diagram 9) declared their ethnic origin as White, which is roughly the same level as the previous year (66.5% in 2011/12)
- 31% of Kent students designated their ethnic origin as BME (see Diagram 9; same as the previous year). This figure stands at 26% for all Kent UK domiciled students (see Diagram 10); 1% increase on the previous year), and was 8% higher than the ECU national benchmark of 18% (see Diagram 11). Kent has clearly been successful in recruiting BME students from widening participation backgrounds
- The most predominant BME group was Black (8.58% of the student population and 10% of all UK domiciled students); see Diagrams 9 & 10
- Non-UK domiciled students increased the proportion of BME students to 46% BME, a reversal on 2011/12 where 48% were BME. The majority of non-UK domiciled BME students were Chinese (17%; not shown)
- There was a fall of 12% over the past year in the proportion of UK domiciled BME students studying at postgraduate (PG) level (PG research: full-time and part-time; PG taught full-time and part-time). The proportion of BME students was still in excess of the ECU national benchmark for PG taught (+19% above the benchmark), but was below the ECU national benchmark for part-time PG research students (-9% below the benchmark). The proportion of full-time PG research students was the same as the previous year
- BME students continue to make up a greater proportion of the student population at Medway (45%) than in Canterbury (29.5%), Tonbridge (4%) and Brussels (20%, diagram not shown).
Disability

Key observations:
• The number of students refusing to declare a disability or where a disability is Not Known was very small (six students in total)
• There was a greater proportion of students declaring a disability (9.54%; all students) than the ECU national benchmark of 8.6%
• Proportionally, more UK domiciled students declared a disability compared to non-UK domiciled students (11.5% and 3.6% respectively)
• There has been a growth in the number of registered disabled students at Canterbury, Medway and Tonbridge/Brussels (see Diagram 12)
• The number of students registered with Student Services (for dyslexia and disability support, including mental health) has grown by 60% from 2007/08 to 2012/13. There was a 10.7% increase over the last year alone (see Diagram 13 for growth in numbers)
• ECU has noted a year-on-year increase in the number of students declaring a mental health condition, with the national benchmark at 9.6%. For Kent this figure stands at 19% of registered disabled students. There has been a 38% increase in students declaring a mental health condition in one year
• ECU has noted a year-on-year increase in students declaring a social communication or autistic spectrum disorder (2.1% of all students with disabilities). This figure stands at 4.1% for Kent with a 27% increase on the previous year
• Medway campus has the greatest proportion of students with a Specific Learning Difficulty (6.34%)
• There continues to be growth in the number of students requiring special exam arrangements at Canterbury and Medway (see Diagram 14).
National Student Survey 2013 (NSS 2013) and Student Barometer Survey Autumn 2013 (SB 2013)

Final-year students are invited to participate in the annual National Student Survey, and the University also undertakes a biannual survey of students in the autumn term. Both surveys are co-ordinated by the Planning and Business Information Office.

The analyses of Kent students’ satisfaction in the NSS 2013 and SB 2013 have shown that:

- In NSS 2013, both the Asian and Other Ethnic groups have seen increases in satisfaction with Teaching and are above the sector levels of satisfaction for their respective groups.
- In NSS 2013, students with a specific learning disability are more satisfied with the Academic Support and have significantly higher satisfaction levels than the rest of the students at Kent and the sector average.
- In NSS 2013, mature students’ satisfaction with Personal Development was 2% lower than young students’ satisfaction and a little lower than the sector level, despite a slight increase.
- In the autumn term SB 2013, Black and Other Ethnic groups were significantly more satisfied than the White student population with Arrival and Enrolment process.
- In the autumn 2013 SB, Asian student Overall satisfaction was, at 99%, significantly higher than White student satisfaction.

Work of the OFFA Equality and Diversity Steering Group

The University is required by the Office of Fair Access (OFFA) to set and meet challenging targets on the entire student lifecycle (outreach, admission, retention and student success, destinations on graduation to employment or postgraduate study). The requirement for graduate destination tracking (related to particular cohort analysis) and equality and diversity measures are more recent than the well-established access and retention measures for widening participation groups.

i) Equality and diversity: research and pilots

As outlined in the University’s 2014 Access Agreement (prepared in 2012-13) extensive and ongoing analysis into the University’s equality and diversity data is underway and many baselines have been established. Findings have been shared with all Heads of Academic Schools. Initial pilots are being put in place throughout 2012-14, with full projects being established for 2014-16. Projects will be research and evidence-based, and will be reported on in future monitoring returns and reports. The University has met its widening participation priorities for 2012-13 by careful allocation of resource and review. Significant investment has been made in establishing equality and diversity baseline sets for future development and evaluation purposes. We have comprehensive and profiled data available for the first time on age, ethnicity, gender, widening participation, qualification type and how these factors relate to outreach, admission, student success and graduate destination.

ii) Networks

The OFFA Equality and Diversity Steering Group, established this academic year, links directly to wider equality and diversity policy groups (for students and staff) within the University. The targets contained within the University’s Access Agreements form a key strand of the University’s equality and diversity strategy and implementation programme.

Student data conclusions

i) Additional protected characteristic data (Religion or Belief, Sexual Orientation, Marriage and Civil Partnership, Gender Reassignment) was collected from new students for the first time in 2012/13. This will allow the University to monitor these new protected characteristics year-on-year.
ii) The University may wish to explore the disparity between our numbers of mature and part-time students and the ECU national benchmark.
iii) The University attracts a high number of BME students, but these students achieve less well than their white counterparts. The OFFA Equality and Diversity Steering Group are currently looking into this issue.
iv) There has been continued growth in the number of students registered for support with Student Services. Growth in numbers has been particularly strong with students with specific learning difficulties and mental health conditions. Students with specific learning difficulties achieve on a par or better than their University counterparts, but those suffering from a mental health condition fare less well. The OFFA Equality and Diversity Steering Group have supported the introduction of a new mental health post from 2014, to provide support to academic schools.
Meeting our organisational objective to: introduce policies, procedures and guidelines to ensure that all Kent students and staff are treated with dignity and respect. Also meeting the Public Sector Equality Duties to: prevent discrimination, promote equality, and to promote good relations.

### Joint Staff and Student Work Plan

<table>
<thead>
<tr>
<th>No</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td><strong>Produce 2012/13 EDI Annual Report and 2013/14 Work Plan</strong> including priorities to be managed, embedded and reported on annually.</td>
<td>Director of Student Services, Head of Organisational Development (OD) in partnership with EDI Strategy Group</td>
<td>February 2014</td>
</tr>
<tr>
<td>2.1</td>
<td><strong>Staff/Student EDI partnership working</strong> Continue to develop and deepen opportunities for collaboration between staff and student EDI networks, events, groups and stakeholders.</td>
<td>Director of Student Services, Head of OD in partnership with EDI Strategy Group</td>
<td>July 2014</td>
</tr>
<tr>
<td>2.2</td>
<td><strong>EDI Network</strong> Further development of the EDI Network to promote good practice, advocacy and communication of EDI themes within the wider University community. Continue to recruit representatives in all departments with particular emphasis at other University sites.</td>
<td>EDI Manager, Student Services Student Experience Support Officer (SESO)</td>
<td>July 2015</td>
</tr>
<tr>
<td>2.3</td>
<td><strong>Bullying and Harassment Representatives and Emergency Contacts</strong> Provide training and clarity of the role to all representatives and contacts.</td>
<td>EDI Manager, Student Services SESO</td>
<td>July 2014</td>
</tr>
<tr>
<td>3.1</td>
<td><strong>Communicate and publicise EDI structure</strong> Ensure students and staff understand structure and support available related to EDI for staff and students.</td>
<td>Director of Student Services, Head of OD in partnership with EDI Strategy Group</td>
<td>July 2014</td>
</tr>
<tr>
<td>3.2</td>
<td><strong>Executive Group EDI Champions</strong> continued development and communication of roles.</td>
<td>Director of Student Services, Head of OD in partnership with EDI Strategy Group</td>
<td>July 2014</td>
</tr>
<tr>
<td>3.3</td>
<td><strong>EDI Good Practice Forum Event</strong> Hold an annual EDI good practice forum for staff and students.</td>
<td>Director of Student Services, Head of OD in partnership with EDI Strategy Group</td>
<td>Annual</td>
</tr>
<tr>
<td>3.4</td>
<td><strong>EDI Award</strong> Create award(s) focusing on EDI principles as part of Kent’s 50th anniversary activities to recognise and celebrate good practice at the University.</td>
<td>Director of Student Services, Head of OD in partnership with EDI Strategy Group</td>
<td>July 2015</td>
</tr>
<tr>
<td>4.1</td>
<td><strong>EDI Development for Council</strong> Support Council responsibilities for EDI at the University of Kent.</td>
<td>Director of Student Services, Head of OD in partnership with EDI Strategy Group</td>
<td>October 2014</td>
</tr>
<tr>
<td>5.1</td>
<td><strong>EDI Data Analysis</strong> Increase regular monitoring of, and available provision of, EDI data.</td>
<td>Director of Student Services, Head of OD in partnership with EDI Strategy Group</td>
<td>July 2015</td>
</tr>
</tbody>
</table>
## 8 EDI WORK PLAN 2013/14 (CONT)

### Staff Work Plan

<table>
<thead>
<tr>
<th>No</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Policies, Procedures and Guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td><strong>Equal Pay</strong> Complete University wide Equal Pay audit and develop Action Plan.</td>
<td>EDI Manager</td>
<td>July 2014</td>
</tr>
<tr>
<td>1.2</td>
<td><strong>Equality Analysis Development</strong> Continue to develop a framework approach based on 2012/13 equality analysis pilot work.</td>
<td>EDI Manager</td>
<td>July 2015</td>
</tr>
<tr>
<td>1.3</td>
<td><strong>Staff Policies</strong> Review and update EDI-specific policies, procedures, and guidance to fully reflect Equality Act (EA) 2010.</td>
<td>EDI Manager</td>
<td>July 2014</td>
</tr>
<tr>
<td>1.4</td>
<td><strong>Research Excellence Framework (REF):</strong> Provide robust pre- and post-submission equality analysis and case work. Carry initiatives forward based on outcomes.</td>
<td>HR Director, EDI Manager</td>
<td>July 2014</td>
</tr>
<tr>
<td>1.5</td>
<td><strong>Two Ticks Scheme</strong> Maintain Two Tick accreditation and expand work plan based on the five commitments related to Disability.</td>
<td>EDI Manager</td>
<td>Annual</td>
</tr>
<tr>
<td>1.6</td>
<td><strong>Stonewall Index</strong> Submit annual Stonewall Index annually in September and expand work plan based on Stonewall nine actions related to LGBT.</td>
<td>EDI Manager</td>
<td>Annual</td>
</tr>
<tr>
<td>1.7</td>
<td><strong>Recruitment of EDI and Athena SWAN Advisers</strong> Appoint two new posts to support new and ongoing EDI work and Athena SWAN.</td>
<td>Head of OD, EDI Manager</td>
<td>October 2013</td>
</tr>
<tr>
<td>2</td>
<td>Networks and Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td><strong>VC's Academic Women Working Group</strong> Connect to related activities.</td>
<td>Vice-Chancellor, Head of OD</td>
<td>July 2014</td>
</tr>
<tr>
<td>2.2</td>
<td><strong>Women’s Network</strong> Continue to grow Women’s Network with particular view of widening participation in science/faculties involved in Athena SWAN.</td>
<td>Chair of Women’s Network, EDI Manager</td>
<td>July 2015</td>
</tr>
<tr>
<td>2.3</td>
<td><strong>Disability Staff Network</strong> Continue partnership working with all departments and sharing of good practice. Undertake Access Audit Day Walks annually.</td>
<td>Chair of Disability Staff Network (EDI Manager)</td>
<td>July 2017</td>
</tr>
<tr>
<td>2.4</td>
<td><strong>LGBT Staff Network</strong> Contribute to Stonewall index and take the lead on celebration activities for LGBT History Month and IDAHO Day. Widen participation of group to include Medway. Explore possibility of linking/joining other LGBT groups.</td>
<td>Chair of LGBT Network, EDI Manager</td>
<td>July 2017</td>
</tr>
<tr>
<td>3</td>
<td>EDI Initiatives/Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td><strong>Researcher Development Working Group:</strong> Develop Researcher Development Working Group for HR Excellence in Research with multiple EDI elements embedded.</td>
<td>Head of OD, Director of Research</td>
<td>July 2016</td>
</tr>
<tr>
<td>3.2</td>
<td><strong>LFHE Aurora Programme</strong> Pilot Aurora leadership programme and determine next steps for future years.</td>
<td>Aurora Champion, L&amp;D Manager, Head of OD</td>
<td>July 2014</td>
</tr>
<tr>
<td>3.3</td>
<td><strong>Athena SWAN</strong> Achieve Athena SWAN Bronze Accreditation at organisational level. Implement Athena SWAN Action Plan and monitor progress. Support achievement of School-level accreditation (x7).</td>
<td>Dean of Sciences, Head of OD, EDI Manager</td>
<td>November 2015</td>
</tr>
<tr>
<td>3.4</td>
<td><strong>ECU Gender Charter Mark</strong> Support creation of working groups in preparation for planned accreditation requirements for all Schools in HUMS and Social Sciences.</td>
<td>All Deans, Head of OD, EDI Manager</td>
<td>July 2017</td>
</tr>
<tr>
<td>No</td>
<td>Objective</td>
<td>Lead</td>
<td>Completion date</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3.5</td>
<td>Positive Recruitment Support Tizard Centre with positive recruitment for disabled staff.</td>
<td>HR Manager for Social Sciences, EDI Manager</td>
<td>January 2014</td>
</tr>
<tr>
<td>3.6</td>
<td>ECU Race Charter Mark Research current work to implement in 2015 to determine appropriate action plan.</td>
<td>Head of OD, EDI Manager</td>
<td>December 2015</td>
</tr>
<tr>
<td>4</td>
<td>EDI Learning and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>EDI Development for Substantive Staff Support all staff to participate in new EDI Development Programme procured, designed and piloted in collaboration with L&amp;D and EDI.</td>
<td>Head of OD, L&amp;D Manager, EDI Manager</td>
<td>July 2015</td>
</tr>
<tr>
<td>4.2</td>
<td>EDI Development for Decision Makers Introduce EDI training for key decision-making committees covering unconscious bias and good practice.</td>
<td>Head of OD, L&amp;D Manager, EDI Manager</td>
<td>July 2015</td>
</tr>
<tr>
<td>4.3</td>
<td>Review Current EDI Development Carry out a review of all current EDI training including e-learning modules to develop a more holistic training strategy.</td>
<td>Head of OD, L&amp;D Manager, EDI Manager</td>
<td>July 2015</td>
</tr>
<tr>
<td>4.4</td>
<td>Customised EDI Development Following pilots in 2012/2013, expand on specific EDI areas such as cultural awareness, mental health and wellbeing.</td>
<td>L&amp;D Manager, EDI Manager</td>
<td>July 2014</td>
</tr>
<tr>
<td>5</td>
<td>EDI Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Staffing Data Disclosure and Analysis Provide transparency and encourage trust in order to increase staff EDI data disclosure through use of staff EDI networks and consultation with stakeholders.</td>
<td>Head of OD, EDI Manager</td>
<td>December 2014</td>
</tr>
<tr>
<td>5.2</td>
<td>Manual Data Collection Undertake a manual data collection exercise of equality data for all staff in 2014 (e.g. through academic promotions round for 2014).</td>
<td>Head of OD, EDI Manager</td>
<td>December 2014</td>
</tr>
<tr>
<td>5.3</td>
<td>Recruitment Data Analysis Increase regular monitoring of, and available provision of, recruitment and selection data.</td>
<td>EDI Manager</td>
<td>July 2015</td>
</tr>
<tr>
<td>5.4</td>
<td>Staff Connect System Provide input on EDI development of data storage, monitoring and analysis for new employee self-service system.</td>
<td>Head of OD, EDI Manager</td>
<td>December 2015</td>
</tr>
</tbody>
</table>

**Student Work Plan**

<table>
<thead>
<tr>
<th>No</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Policies, Procedures and Guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Production of a new Wellbeing Strategy.</td>
<td>Director of Student Services</td>
<td>May 2014</td>
</tr>
<tr>
<td>1.2</td>
<td>Production of a new student Pregnancy and Maternity Policy and agree an appropriate method for collecting data on student pregnancy and maternity.</td>
<td>Student Experience Support Officer</td>
<td>March 2014</td>
</tr>
<tr>
<td>2</td>
<td>Networks and Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Ensure continuity of the Student Disability Forum.</td>
<td>Head of Student Support and Wellbeing</td>
<td>Throughout 2013/14</td>
</tr>
</tbody>
</table>
## 8 EDI WORK PLAN 2013/14 (CONT)

<table>
<thead>
<tr>
<th>No</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EDI Initiatives / Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Raise disability awareness on campus in relation to disabled sport.</td>
<td>Kent Union and Director of Student Services</td>
<td>April 2014</td>
</tr>
<tr>
<td>3.2</td>
<td>Project to support students by reducing exam stress.</td>
<td>Kent Union and Director of Student Services</td>
<td>April 2014</td>
</tr>
<tr>
<td>3.3</td>
<td>Equality Challenge Unit Student Services Project.</td>
<td>Student Experience Support Officer</td>
<td>November 2013</td>
</tr>
<tr>
<td>3.4</td>
<td>Implement the Equality Challenge Unit Student Services Project Action Plan with particular regard to the long-term actions.</td>
<td>Student Experience Support Officer</td>
<td>Ongoing – final deadlines relate to 2014/15 academic year</td>
</tr>
<tr>
<td>3.5</td>
<td>Review of ‘How Accessible are our Student Communications’.</td>
<td>Communications Manager Student Experience Support Officer Digital Content Editor</td>
<td>January 2015</td>
</tr>
<tr>
<td>3.6</td>
<td>Implementation of Kent Awards for 2013/14.</td>
<td>Director of Student Services</td>
<td>February 2014</td>
</tr>
<tr>
<td>3.7</td>
<td>Continue to develop and communicate roles of Executive Group Equality, Diversity and Inclusivity Champions.</td>
<td>Director of Student Services</td>
<td>Throughout 2013/14</td>
</tr>
<tr>
<td>3.8</td>
<td>Develop Worldfest to include a series of branded events and activities celebrating multiculturalism and diversity, and analyse project impact.</td>
<td>Director of Student Services</td>
<td>July 2014</td>
</tr>
<tr>
<td>3.9</td>
<td>Continue support for the Autistic Spectrum Disorder (ASD) Project.</td>
<td>Head of Student Support and Wellbeing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3.10</td>
<td>Implement the Student Employability: Breaking Barriers programme</td>
<td>Student Experience Support Officer</td>
<td>March 2014</td>
</tr>
<tr>
<td>3.13</td>
<td>Explore initiatives for the further recruitment of mature and part-time students.</td>
<td>Learning and Teaching Board</td>
<td>July 2015</td>
</tr>
<tr>
<td>4</td>
<td>EDI Learning and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Training for College Masters to support students with mental health issues.</td>
<td>Head of Student Support and Wellbeing</td>
<td>July 2014</td>
</tr>
<tr>
<td>4.2</td>
<td>Establish new mental health post within Student Support and Wellbeing.</td>
<td>OFFA Equality and Diversity Steering Group</td>
<td>July 2014</td>
</tr>
<tr>
<td>5</td>
<td>EDI Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Retention and Achievement of Students with Disabilities for 2012-13.</td>
<td>Head of Partnership Development Office, Head of Planning and Business Information, Student Experience Support Officer</td>
<td>January 2014</td>
</tr>
<tr>
<td>5.2</td>
<td>Retention and Achievement of Black Minority Ethnic Students for 2012-13.</td>
<td>Head of Partnership Development Office, Head of Planning and Business Information, Student Experience Support Officer, OFFA Equality and Diversity Steering Group</td>
<td>January 2014</td>
</tr>
</tbody>
</table>